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ABSTRACT

This report includes a brief statement regarding the progress of Arizona's community colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. The document includes progress reports from colleges in Arizona's 10 community college districts. Each progress report presents institutional "facts-at-a-glance," major accomplishments in 1999-2000, major issues and resolutions in 1999-2000, and upcoming issues for 2000-2001. One of the major accomplishments of the State Board of Directors for Community Colleges of Arizona in 1999-2000 was the adoption of a resolution in support of Education 2000, a proposal to ask Arizona voters to approve a new education sales tax of 6/10 of 1%. Report highlights include: (1) fall 1999 full-time and part-time enrollment data indicate that 76.8% of community college students of Arizona had part-time status, and 23.2% had full-time status; (2) fall 1999 headcount by ethnic or race group shows that 62.9% were white and 18.7% were Hispanic; (3) the greatest source of funds (general and plant funds combined) for fiscal year 1999-2000 came from district tax levy; and (4) in addition to the community colleges, Arizona has three skill centers to train unemployed and under employed persons for entry or re-entry into the labor market. (JA)

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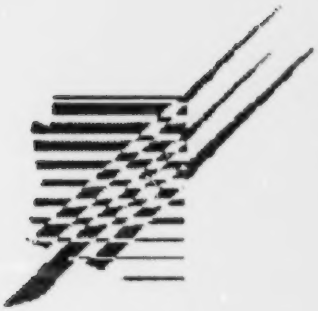

State Board of Directors for Community Colleges of Arizona

ED 448 825

Annual Report to the Governor FY 1999-2000

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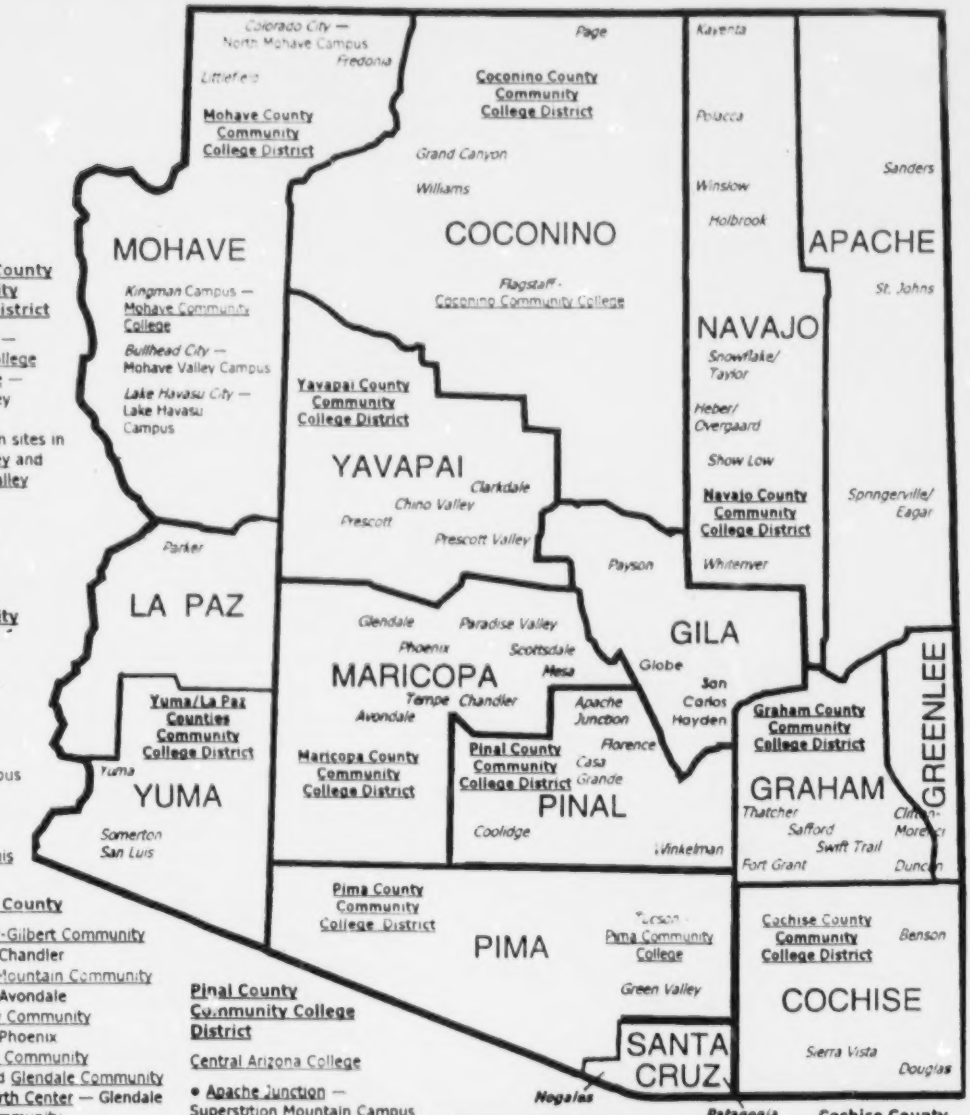
Arizona Community College Campuses, Centers, and Extension Sites FY 1999-2000



Yavapai County Community College District

- Prescott — Yavapai College
- Clarkdale — Verde Valley Campus
- Extension sites in Chino Valley and Prescott Valley

Yuma/La Paz Counties Community College District

- Yuma — Arizona Western College
- Off-campus centers in Parker, Somerton, and San Luis

Maricopa County

- Chandler-Gilbert Community College — Chandler
- Estrella Mountain Community College — Avondale
- GateWay Community College — Phoenix
- Glendale Community College and Glendale Community College North Center — Glendale
- Mesa Community College — Mesa
- Paradise Valley Community College — Phoenix
- Phoenix College — Phoenix
- Rio Salado College — Tempe and other locations
- Scottsdale Community College — Scottsdale
- South Mountain Community College — Phoenix
- Maricopa Skill Center — Phoenix

Pinal County Community College District

Central Arizona College

- Apache Junction — Superstition Mountain Campus
- Additional programs offered in Florence and Casa Grande
- Coolidge — Signal Peak Campus
- Winkelman — Aravaipa Campus

Pima County Community College District

- Greater Tucson is served by Community Campus
  Desert Vista Campus
  Downtown Campus
  East Campus
  West Campus
  Northeast and Northwest Community Learning Centers and the Center for Training and Development
- Services in Nogales, Santa Cruz County, provided by Pima County Community College District

- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College District

Cochise County Community College District

- Cochise College — Main Campus, Douglas
- Cochise College — Benson Campus
- Cochise College — Sierra Vista Campus

Navajo County Community College District

Northland Pioneer College

Campus and Center Locations:

- Heber/Overgaard — Heber Center
- Holbrook — Painted Desert Campus
- Kayenta — Kayenta Center
- Polacca — Hopi Center
- Show Low — White Mountain Campus
- Snowflake/Taylor — Silver Creek Campus
- Whiteriver — Whiteriver Center
- Winslow — Little Colorado Campus
- Services provided in Sanders, Springerville/Eagar, St. Johns and other locations in Apache Co. through Intergovernmental Agreement.
- Other programs provided throughout the Navajo, Hopi and White Mountain Apache reservations; Arizona Dept. of Corrections — Winslow; and Arizona Dept. of Corrections — Apache Co.

Graham County Community College District

Eastern Arizona College

Campus and Satellite Extension Center Locations:

- Thatcher — Main Campus
- Globe — Gila Pueblo Campus
- Payson — Payson Campus
- San Carlos — Satellite Center
- Hayden-Winkelman — Satellite Center
- Clifton/Morenci — Extension Center
- Duncan — Extension Center

Other programs provided at state/federal corrections facilities:

- ADC — Safford, Fort Grant
- Federal — Swift Trail

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STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE, SUITE 1220 PHOENIX, ARIZONA 85012-2411
TEL (602) 255-4037 FAX (602) 279-3464

October 27, 2000

The Honorable Jane Dee Hull
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Hull:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the *Annual Report to the Governor, FY 1999-2000* as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the *Statistical Supplement to the Annual Report.*

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

Patrick Carlin
Chairman

State Board of Directors for Community Colleges of Arizona
2000 Executive Committee and Executive Director

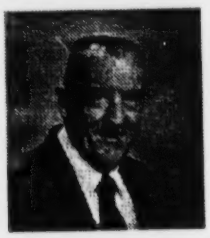
Patrick K. Carlin, Chair
Mohave County (Term: 1994-2001)

Karen F. Rizk, Vice Chair
Yavapai (Term: 1997-2004)

E. Conkie Hoover, Secretary
La Paz County (Term: 1998-2005)

Nicholas S. Balich, Treasurer
Maricopa County (Term: 1997-2004)

T. O. Beach, Immediate Past Chair
Yuma County (Term: 1994-2001)



La Verl E. Ashcroft, Executive Committee Memer-at-Large
Apache County (Term: 1998-2005)

Donald E. Puyear, Ph.D.
Executive Director

2000 Board Members

Theorore C. Fichtl
Cochise County
(Term: 1995-2002)

Michael Guion Clifton
Coconino County
(Term: 1996-2003)

Steve Johnson
Gila County
(Term: 2000-2003)

Lois W. Claridge
Graham County
(Term: 1995-2002)

Dixie Zumwalt
Greenlee County
(Term: 1999-2006)

Thava T. Freedman
Navajo County
(Term: 2000-2007)

J. Peter Hershberger, Jr.
Pima County
(Term: 1998-2005)

Alfred R. "Bud" Anderson
Pinal County
(Term: 1999-2006)

Lourdes Moreno-Jeong
Santa Cruz County
(Term: 2000-2007)

Judy Gignac
Arizona Board of Regents
Representative

Jennifer Mabry
Superintendent of Public
Instruction Representative

2000 Acknowledgments

Many individuals contributed to the preparation of the *Annual Report*. The following community college representatives are gratefully acknowledged for their assistance in the collection of data used in this report:

Louis Attinasi (Pima Community College)
Richard D. Balsley (Northland Pioneer College)
Linda M. Clark (Coconino Community College)
John Coomer (Yavapai College)
Bill Coppola (Phoenix College)
Mary Day (Chandler-Gilbert Community College)
Rick DeGraw (Maricopa Community Colleges)
Louise Gacioch (South Mountain Commmunity College)
Howard Greenlee (Paradise Valley Community College)
Stephen Hill (Coconino Community College)
Margaret Hogan (Maricopa Community Colleges)
Tom Hughes (Yavapai College)
Cheryl Johnson (Arizona Western College)
Sue Kater (GateWay Community College)
Cynthia Lofaso (Cochise College)
Althea C. Long (Scottsdale Community College)
Kelli Kerry Moran (Eastern Arizona College)
Sonia Moreno-Filan (Mesa Community College)
Dan Messersmith (Mohave Community College)
Linda Miller (Rio Salado College)
Kimberly Mounts (Estrella Mountain Community College)
Krista Neis (Pima Community College)
Alex O'Meara (Cochise College)
Paul E. Phelps (Eastern Arizona College)
Everett C. Robinson (Northland Pioneer College)
Sam Robinson (Arizona Western College)
Suzanne Smelser (Glendale Community College)
Teresa Verbout (Central Arizona College)
Leonor Verduzco (Central Arizona College)
John Wilson (Mohave Community College)

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 2000
Pete Gonzalez
Carol Nau
Mary Jo Saiz
Claudia Schreiner
Carol Thompson

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please refer to the *Statistical Supplement to the Annual Report to the Governor, FY 1999-2000* also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that--like the society to which it responds--is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or pre-professional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.

2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

Mission Statement of the State Board

The mission of the **State Board of Directors for Community Colleges of Arizona** is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on November 21, 1992. Reaffirmed: August 20, 1999.

Vision Statement of the State Board

We, the **State Board of Directors for Community Colleges of Arizona,** are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on June 18, 1994. Reaffirmed: August 20, 1999.

Arizona Community College
Progress Reports
FY 1999-2000

THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA
Dr. Donald E. Puyear, Executive Director
3225 North Central Avenue, Suite 1220, Phoenix, Arizona 85012
Telephone: 602.255.4037 Fax: 602.279.3464 Website: http://www.stbd.cc.az.us

Major Accomplishments in 1999-2000

Adopted a resolution in support of Education 2000, a proposal to ask Arizona voters to approve a new education sales tax of 6/10 of 1%.

State Board member Karen Rizk was appointed to serve on the Joint Legislative Study Committee on Dual Enrollment.

Approved a resolution in opposition to the initiative proposal to repeal Arizona's personal and corporate tax.

State Board members Pat Carlin and Nick Balich were appointed to the Governor's Task Force on Higher Education by Governor Jane Dee Hull.

Members of the State Board attended and participated at the Arizona Town Hall on Higher Education.

Don-Paul Benjamin was hired as the new Associate Executive Director for Educational Services upon the retirement of Gordon Hall.

State Board/Office New Board Members

State Board member Dixie Zumwalt, from Greenlee County, was appointed by Governor Hull and confirmed by the State Senate.

Navajo County representative to the State Board, Thava Freedman, was reappointed to the State Board by Governor Hull along with Lourdes Moreno-Jeong from Santa Cruz County.

Steve Johnson, from Payson, was appointed by Governor Jane Dee Hull to fill the vacant State Board seat from Gila County.

Study and Issue Discussion Sessions

Subject: An overview and update on Arizona's Transfer Articulation Model and the Course Applicability System was presented to the State Board.

Subject: An explanation of the Maricopa County Community College District's initiative in restructuring its Healthcare Education was provided. The Maricopa Commission on Health Care Education Reform, a partnership between the district and the community, created the Maricopa Health Care Integrated Educational System (HCIES), a uniquely designed impact model that emphasizes the achievement of relevant competencies in response to the tremendous changes in the healthcare delivery system.

Subject: A discussion on the issue of dual enrollment programs was conducted to assist the State Board to better understand how these programs are offered in the state. A study committee on dual enrollment was created by the legislature later in the year.

Subject: The State Board held a session on the tuition and fees approval process as part of board member development.

Campus Site Visitations and Board Meetings

The August 1999 State Board meeting was conducted at Northland Pioneer College (NPC) in Show Low. The Board received an in-depth presentation of the services and programs offered by NPC throughout Navajo and Apache counties, covering an area of 21,000 square miles. The college provided information on its conversion to the Asynchronous Transfer Mode (ATM), a recent technology that effectively supports transmission of interactive video and audio for distance learning, electronic data used in the administrative and library systems, and voice communication with the college telephone system.

At the September 1999 meeting held at the state capitol, the Board was addressed by Governor Jane Dee Hull to discuss her plans for a major study designed to develop a new "blueprint for higher education" in Arizona. State Board members Pat Carlin and Nick Balich were appointed to the Governor's Task Force on Higher Education along with Pima Chancellor Bob Jensen, Maricopa Interim-Chancellor Raul Cardenas, and President Gherald Hoopes, Jr. from Eastern Arizona College.

Conducted the November 1999 meeting at the campus of Eastern Arizona College in Thatcher where college representatives provided a presentation on the history of the college, course offerings, and student activities.

The February 2000 State Board meeting was held at Chandler-Gilbert Community College. The college presentation focused on the college's programs and academic services.

Phoenix College hosted the State Board for its April 2000 meeting. A presentation on the demographics of the college was provided. The diversity of the growing student population, now at 12,000, is unique with 14% composed of immigrants and refugees from 100 different countries.

The Eastern Arizona College campus in Payson was the site of the June 2000 State Board meeting. An overview of the Gila County operations that include sites in Payson, Globe, San Carlos and Hayden/ Winkelman was provided by college and district representatives. Gila County at the present time has 4,717 students enrolled in twelve degree and seven certificate programs.

State Board Action/Activities Related to Campus Sites

Approved Yavapai County Community College District to call for a general bond election to be held in November 2000 for an amount not to exceed $69,500,000.

Authorized Yavapai County Community College District to enter into lease purchase financing for an amount not to exceed $4,500,000.

Approved Mohave County Community College District's revenue bond authorization and lease purchase financing for an amount not to exceed $8,000,000.

State Board Rules

Action was taken on the following State Board rules during the year.

- R7-1-212, Resolution of a Conflict Between Community College Districts
- R7-1-706, Certification Standards
- R7-1-709, Community College Classes Offered in Conjunction with High Schools
- R7-1-711, Providing Community College Services to a County Without a Community College District
- R7-1-712, Providing Community College Credit Courses to Another Community College District
- R7-1-713, Providing Community College Credit Course in Another State or Country
- R7-1-714, Providing Community College Services at a Distance via Methods That Can Be Accessed by Individuals at Non-Designated Receive Sites

Upcoming Issues for 2000-2001

To support and implement the recommendations found in the Governor's Task Force on Higher Education report.

Complete the move of the State Board office to the same location that houses the offices of the Arizona Board of Regents and Arizona Commission for Postsecondary Education.

To provide assistance to the residents of Santa Cruz County as they begin the process of establishing a provisional community college district.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Equivalent Student		93,548
Annual Unduplicated Headcount		332,998
Fall 1999 Headcount (credit)		170,686
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	39,555	(23.2%)
Part-Time	131,131	(76.8%)
Total	170,686	(100.0%)
By Gender	**Fall 1999**	
Female	94,787	(55.5%)
Male	71,667	(42.0%)
Undeclared	4,232	(2.5%)
Total	170,686	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	2,216	(1.3%)
Black, non-Hispanic	6,051	(3.5%)
American Indian or Alaskan Native	6,382	(3.7%)
Asian or Pacific Islander	4,903	(2.9%)
Hispanic	31,936	(18.7%)
White, non-Hispanic	107,358	(62.9%)
Race/Ethnicity Unknown	11,840	(6.9%)
Total	170,686	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	1,783	(21.6%)
Part-Time Instructors	6,453	(78.4%)
Total	8,236	(100.0%)
District Sources of Funds FY 1999-2000		
Fund Balance		$119,680,971
District Tax Levy		$333,410,829
State Aid (incl. Equalization)		$129,878,346
Tuition & Fees		$98,672,800
Grants & Contracts		$7,060,562
Transfers & Other Revenues		$143,900,229
Reserve for Future Acquisitions		($160,528,026)
Total		$672,075,711
District Expenditures FY 1999-2000		
General Fund Expenditures		$484,264,234
Capital Outlay Plant Fund		$141,049,038
Bond & Debt Redemption		$28,411,738
Bond & Debt Interest		$25,855,758
Total		$679,580,768

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT
COCHISE COLLEGE

Dr. Karen Nicodemus, President
4190 West Highway 80, Douglas, Arizona 85607-6190
Telephone: 520.417.4056 Fax: 520.417.4006 Website: http://www.cochise.cc.az.us

Introduction

Cochise College, established in 1961 as the second community college in Arizona, is a learning-centered institution. Cochise College operates two main campuses, one in Sierra Vista and one in Douglas. There are also two learning centers, one in Willcox and a new, state-of-the-art, fully Internet-capable facility in Benson. The Extended Campus program ensures that Cochise College classes and resources are available to residents in every city and town in Cochise County. The College offers associate degree programs; transfer education to state universities; vocational and certificate programs including nursing, aviation, and welding; adult education; on-line instruction; and a broad range of special interest classes.

Major Accomplishments 1999-2000

Facility Upgrades — On August 15, 2000 Cochise College officially opened a new center in Benson, home of Kartchner Caverns, to meet the education needs of residents in northern Cochise County. The $2.5 million building was made possible by the support of Benson residents, many of whom traveled to Phoenix to lobby the state legislature for funding for the Center, and the joint efforts of Cochise College and the Cochise College Foundation, which aggressively raised additional funds to assist with the project. The building is Internet and ITV-accessible to encourage cross-campus communication and boasts an on-line library in place of a traditional library. Other upgrades included:

- Renovation of the Douglas Campus residence halls
- Renovation of student services facilities in Douglas to create a "One Stop" Center for students
- Initiation of a multi-year replacement of classroom furniture, including computer labs
- Energy-efficient upgrades to College cooling, heating, and lighting systems.

Cochise College

Technology Improvements — The College has completed several technological improvements designed to improve the delivery of learning and College operations. These include:

- Significantly expanding course offerings on-line
- Migration toward a new administrative computing system
- Upgrading student computer labs at all College sites
- Migrating the College's library services to on-line capabilities
- Upgrading our telephone infrastructure to a digital base to meet future voice and data needs

Major Issues and Resolutions in 1999-2000

Reorganization — The College completed an organizational restructuring to better meet the learning and student services needs of County residents. Changes included:

- Merging Student Services and Instruction under one vice-president
- Restructuring senior management to include five deans with some changes in reporting lines for various departments

- Restructuring the informational technology unit to include a Vice President for Information Technology
- The restructuring of financial aid, registration, and career services
- Reallocating College resources to establish several new positions, including those focused on high school/university relations, community youth programs, ABE/GED/ESOL transition support programs, and military/ contract programs.

Classification/Compensation Study — The College completely reviewed compensation and classification for all faculty and staff. The resultant study and implementation of changes strategically positions the College to more effectively address issues of recruitment, retention and reward for College employees and to meet the demands of a modern, learning-centered institution of higher education.

Major Issues for 2000-2001

Create a Comprehensive Five-Year Plan — In the next year Cochise College will create a strategic plan that will take the College through 2005. Among the issues the College will address will be:

- working with K-12 schools
- accommodating the needs of lifelong learners; higher education funding
- adapting to changing county demographics
- meeting employer needs
- addressing student preparedness
- ensuring student success
- continuing to function as a learning-centered institution.

Policies and Procedures — Based on the tenets of policy governance, the College will draft Board and administrative policies to replace existing policies and procedures. As part of this effort, the College will address the need to establish an academic senate while maintaining its history to encourage a strong, shared governance model.

Full Implementation of 1999-2000 Changes — The changes initiated in the previous year will be fully implemented. Any adjustments required to maximize and fully realize the benefits of the changes, and to meet the needs of students, faculty and staff, will take place.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	3,540
Annual Unduplicated Headcount	8,626
Fall 1999 Headcount (credit)	4,237

By Full-Time or Part-Time	Fall 1999	
Full-Time	1,112	(26.2%)
Part-Time	3,125	(73.8%)
Total	4,237	(100.0%

By Gender	Fall 1999	
Female	2,400	(56.5%)
Male	1,819	(42.9%)
Undeclared	18	(0.6%)
Total	4,237	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	32	(0.8%)
Black, non-Hispanic	277	(6.5%)
American Indian or Alaskan Native	53	(1.3%)
Asian or Pacific Islander	154	(3.6%)
Hispanic	1,199	(28.3%)
White, non-Hispanic	2,331	(55.0)%
Race/Ethnicity Unknown	191	(4.5%)
Total	4,237	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	99	(22.3%)
Part-Time Instructors	344	(77.7%)
Total	443	(100.0%)

District Sources of Funds FY 1999-2000	
Fund Balance	$3,943,417
District Tax Levy	$7,943,182
State Aid (incl. Equalization)	$9,196,539
Tuition & Fees	$4,665,182
Grants & Contracts	$572,262
Transfers & Other Revenues	$852,902
Reserve for Future Acquisitions	0
Total	$27,173,484

District Expenditures FY 1999-2000	
General Fund Expenditures	$22,338,126
Capital Outlay Plant Fund	$2,634,978
Bond & Debt Redemption	$175,000
Bond & Debt Interest	$127,610
Total	$25,275,714

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT
COCONINO COMMUNITY COLLEGE

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Introduction

Coconino Community College (CCC), celebrating nine years, is the newest College in the State. CCC's district is a gateway to the Grand Canyon and Lake Powell recreational areas. CCC serves a culturally-diverse population which includes portions of five Native American tribal reservations. The College has two campuses located in Flagstaff and Page, and offers classes at extension sites in Williams and Grand Canyon Village. CCC's mission is to promote student success through comprehensive learning opportunities for its community.

Major Accomplishments in 1999-2000

The District began construction of the Learning Center of the Future, the Lone Tree Campus. Classes are expected to be offered at the new campus by Spring, 2002. The Lone Tree Campus is the major function of a $25 million capital bond initiative that Coconino County voters approved in November 1997.

The District began coordinating several other projects that were part of the same bond initiative. These projects are scheduled to be complete during the 2001 fiscal year and include: 1) Page Campus addition of 2,500 square feet, 2) construction of a 2,000 square-foot Williams Distance Learning Facility; and 3) provide distance learning equipment and services to other outlying areas of the District.

Flagstaff Campus Computer Lab

Began furthering partnership efforts with Northern Arizona University to include collaboration within many aspects for the joint benefit of both institutions.

CCC continued to experience increases in enrollment and new admissions, reporting the highest FTSE count in its nine-year history of 1,604. Over 3,000 new students were admitted to the College during the Fall and Spring semesters. Close to $1,600,000 was disbursed to approximately 1,300 students, the largest financial aid award made since the College opened in 1991.

The Learning Enhancement Center logged in over 20,000 contacts for support service and approximately 15,000 contacts for learning assistance in the Computer Lab. Additionally the staff conducted workshops for over 1,300 students in study skills, research skills, and accessing the electronic library and on-line, full text databases.

The new Career Services and Placement Assistance program was implemented in November 1999, providing job placement services to over 500 students and 150 job referrals. The new program will continue focusing efforts on the development of internships and cooperative agreements with local business and industry.

New certificate programs were approved and will be implemented this Fall in the following areas: Phlebotomy, Psychiatric Technician, Medical Records Billing and Coding, and Nursing Assistant. An associate degree program was approved in Early Childhood Education.

On August 23, 1999 Coconino Community College received a five-year, $1.7 million Title III development grant award from the U.S. Department of Education's Strengthening Institutions Programs. As proposed, the grant focuses on two primary activities: 1) increasing success through faculty and staff development and 2) increasing student access through distance learning.

The Teaching and Learning Development Center was established, and the First Annual Teaching & Learning Conference was held prior to the start of the Fall 2000 semester. Also, specific technologies and curricula were identified and developed for distance delivery.

The Page Campus continued Phase II of the Page Campus completion with a number of physical improvements - science lab, LEC, landscaping, providing a work area for faculty, window tinting, picnic tables, an office, and outdoor lighting.

The Page Campus was successful in securing a $20,000 grant from the Arizona Community Foundation to establish the Page Campus as an ACT Work Keys Center, only the second such center in the State.

CCC entered into an agreement with the Arizona Welding Institute in Page and the Navajo Nation, under which the College received $240,000 from the Navajo Nation for scholarships to provide education leading to a Welding Certificate for sixty Navajo students.

Upcoming Issues for 2000-2001

- Continue construction of the Lone Tree Campus and planning for the Fourth Street Campus remodeling.
- Complete the Page Campus addition.
- Complete construction of the Williams distance learning facility. Intensify distance learning efforts to outlying areas.
- Progress with the full integration of the academic calendar, program review, strategic planning, and budget development processes.
- Perform a district-wide policy and procedure review.
- Hire and retain quality employees for numerous vacancies.
- Establish and maintain an employee wellness program.
- Further emphasize employee training and development.
- Continue to prepare for North Central Association's accreditation visit during the 2001-02 academic year.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	1,604
Annual Unduplicated Headcount	5,885
Fall 1999 Headcount (credit)	3,573

By Full-Time or Part-Time	Fall 1999	
Full-Time	512	(14.3%)
Part-Time	3,061	(85.7%)
Total	3,573	(100.0%

By Gender	Fall 1999	
Female	2,087	(58.4%)
Male	1,464	(41.0%)
Undeclared	22	(0.6%)
Total	3,573	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	66	(1.8%)
American Indian or Alaskan Native	549	(15.4%)
Asian or Pacific Islander	41	(1.1%)
Hispanic	342	(9.6%)
White, non-Hispanic	2,537	(71.0%)
Race/Ethnicity Unknown	38	(1.1%)
Total	3,573	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	25	(10.8%)
Part-Time Instructors	207	(89.2%)
Total	232	(100.0%)

District Sources of Funds FY 1999-2000	
Fund Balance	$0
District Tax Levy	$5,537,251
State Aid	$3,515,700
Tuition & Fees	$1,766,030
Grants & Contracts	$0
Transfers & Other Revenues	$1,961,247
Reserve for Future Acquisitions	$0
Total	$12,780,228

District Expenditures FY 1999-2000	
General Fund Expenditures	$7,664,504
Capital Outlay Plant Fund	$3,479,820
Bond & Debt Redemption	$335,000
Bond & Debt Interest	$1,850,810
Total	$13,330,134

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT
EASTERN ARIZONA COLLEGE

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Introduction

Eastern Arizona College (EAC), founded in 1888, serves the 92,700 residents of three eastern Arizona counties — Graham, Greenlee and Gila. In addition to the main campus in Thatcher and campuses in Globe and Payson, the College delivers educational programs at 18 other primary locations.

During the 1999-2000 school year EAC enrolled 4,680 students in Graham County; 3,894 students in Gila County; 407 students in Greenlee County; and 864 students in prison programs, for a total of 9,845 students district-wide. EAC's students range in age from 9 to 98 with an average student age of 37. EAC's 1999-2000 operational cost per Full-Time Student Equivalent (FTSE) was $5,262.

Major Accomplishments in 1999-2000

- Eastern's institutional master planning of Thatcher's Middle Campus was completed, and design of a 50,000 square-foot classroom facility and a 35,000 square-foot student services building for Middle Campus was well underway at end of 1999.
- EAC began publication on the web and in print of a full-year class schedule, which was well received by students including commendation from the Associated Student organization.

Thatcher Campus Activities Center

- EAC is the first Community College in the state to offer this service.
- Eastern added all degree programs to the Arizona Course Applicability System web site. EAC is the first Community College in the State to offer this service.
- The Associated Student Activities Calendar and Student Handbook were added to EAC's website. Students will be able to access the most current activities calendar electronically.
- The Housing Office developed a residential student database that incorporates student photographs as well as their housing information that can be electronically shared between pertinent staff.
- One hundred percent of Eastern's occupational graduates seeking employment were employed.
- EAC Thatcher Campus was fully converted to use of the ACT-COMPASS computerized placement testing system; students have responded enthusiastically to the use of this type of assessment that is not timed and provides immediate feedback of results.
- Eastern's centralized and distributed computer systems hardware and software were successfully converted to Year 2000 compatibility.
- Internet connections were upgraded from 56K circuits to full T-1 circuits at Gila Pueblo Campus and Payson Campus and a new 56K Internet circuit was installed at the San Carlos Satellite Center.
- New Payson Campus — 19,573 square-foot permanent facility on 54 acres — opened for classes in January 2000.
- Enrollment in Gila County increased by 17% over previous year.

Major Issues & Resolutions in 1999-2000

- The College obtained Degree Audit Reporting Software (DARS) from Miami University of Ohio and coded all of EAC's 1998-2000 degree programs. Testing is in progress with eventual

goal of on-line web delivery of degree audits on demand.

- Eastern implemented WIDS (Wisconsin Instruction Design System) to develop competency-based course outlines in all academic divisions. The new outlines are published on the College web site.
- Through involvement with statewide articulation efforts and extensive curriculum modification, EAC developed the means to assure students of efficient, timely transfer to the state universities. EAC is working cooperatively to support the development of the statewide Course Applicability System (CAS).

Upcoming Issues for 2000-2001

- EAC will seek to maintain a stable funding base, including equalization.
- Design of a 50,000 square-foot Classroom Facility and a 35,000 square-foot Student Services Building will be completed, with construction to commence during Spring Semester 2001. NAU will share in construction costs of the Student Services Building and lease space to house NAU Programs.
- A modular structure will be placed at the Gila Pueblo Campus to house the Welding and Automotive labs, plus several classrooms.
- Two new modular classrooms will be added at the San Carlos Satellite Center.
- Eastern will review its "Mission and Purpose" as part of its institutional effectiveness activities, and will redesign survey documents used to measure institutional effectiveness.
- EAC will continue the development of competency-based curricula and courses.
- Eastern will implement new streamlined procedures to respond to requests for training from business, government and non-profit organizations in the College's service area.
- The College will participate as a training provider in a joint technological district which local school district propose to form pending voter approval.
- EAC plans on installing Arizona Learning Systems two-way voice-video interactive hardware during the Fall 2000 semester.
- Eastern will train academic advisors and students in the use of the online Course Applicability System.
- Associated Students of EAC plan to combine their community service efforts with that of EAC's Professional Support Staff and EAC's Faculty Association.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Equivalent Student		3,042
Annual Unduplicated Headcount		9,845
Fall 1999 Headcount (credit)		6,015
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	1,622	(27.0%)
Part-Time	4,393	(73.0%)
Total	6,015	(100.0%)
By Gender	**Fall 1999**	
Female	3,410	(56.7%)
Male	2,605	(43.3%)
Undeclared	0	(0.0%)
Total	6,015	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	16	(0.3%)
Black, non-Hispanic	96	(1.6%)
American Indian or Alaskan Native	490	(8.1%)
Asian or Pacific Islander	60	(1.0%)
Hispanic	1,028	(17.1%)
White, non-Hispanic	4,173	(69.4%)
Race/Ethnicity Unknown	152	(2.5%)
Total	6,015	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	73	(24.5%)
Part-Time Instructors	225	(75.5%)
Total	298	(100.0%)
District Sources of Funds FY 1999-2000		
Fund Balance		$18,718,333
District Tax Levy		$1,458,007
State Aid (incl. Equalization)		$13,040,000
Tuition & Fees		$2,733,441
Grants & Contracts		$2,365,182
Transfers & Other Revenues		($328,746)
Reserve for Future Acquisitions		($15,654,422)
Total		$22,331,795
District Expenditures FY 1999-2000		
General Fund Expenditures		$14,378,468
Capital Outlay Plant Fund		$2,761,043
Bond & Debt Redemption		$0
Bond & Debt Interest		$0
Total		$17,139,511

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MARICOPA COMMUNITY COLLEGES

Dr. Fred Gaskin, Chancellor
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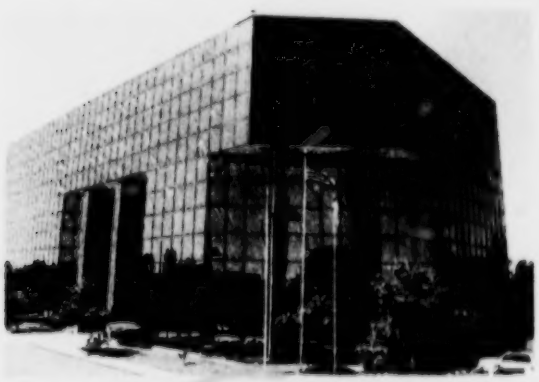
Introduction

Comprehensive, affordable, accessible — and with an emphasis on future jobs and transfer of credits for students — the Maricopa Community Colleges are a national model in higher education. Composed of ten individually accredited colleges, two skill centers and numerous education sites, the Maricopa County Community College District (MCCCD) is among the nation's largest multi-college community college systems with a 3.4% growth in student enrollment over the past year. More than 250,000 students enroll in credit or non-credit, special-interest courses annually. MCCCD is the largest provider of post-secondary education in Arizona and plays such a profound role in higher education that more than 62 percent of juniors and seniors at Arizona State University have taken course work at a Maricopa Community College. Of this figure, 67 percent have 24 or more credits from an MCCCD college.

MCCCD offers more than 7,300 credit courses in academic and occupational areas on our ten campuses, skill centers and nearly 300 off-campus locations. About 85% of the students are employed, half of them full-time. Students range from age 13 to 90. The past decade has seen a substantial growth in younger students. In 1990, 42% of MCCCD students were under age 24. That percentage has grown to 51.8% with most of the growth among students aged 15-19, now 27.3% of the total student population. More than 14,000 students taking credit courses are over age 50. The diversity of the student population is a strength and reflects the egalitarian roots of community colleges in America.



District Office Building

Meanwhile, students may earn certification in a broad array of occupational courses in fields such as welding, air conditioning repair, health care, automotive repair, and microchip processing. Extensive partnerships with business and industry add impact and opportunities for thousands of students. Also, modern technology in the classroom and convenient distance learning formats add to students' marketable skills. In all, MCCCD trains people to earn a living. For many, it is the first opportunity for success.

This multi-faceted district serves many students in need. From tutoring centers at each college to classes in English as a Second Language; from GED training to re-entry classes for displaced workers and those re-careering or leaving welfare, this system strives to serve all. A large percentage of students receive public and private financial aid with the Maricopa Foundation assisting many students with full or partial scholarships.

MCCCD is proud of its strong liberal arts programs, as well. The philosophy is that in every class is a potential author, doctor, painter, physicist or teacher — people who will transfer to four-year institutions to continue their academic journey. MCCCD strives to have top-notch faculty who specialize in their fields of interest and endeavor — whether full-time residential faculty or part-time teachers.

The MCCCD vision tells the overall story of this district: "The Maricopa Community Colleges strive to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement, and the efficient use of resources. We are a learning organization guided by our shared values."

Challenges, Opportunities for the Maricopa Community Colleges

This fast-growing district strives to keep pace with the ever-expanding population of Maricopa County, which

is now at three million residents. The county includes metropolitan Phoenix — recently cited as the nation's fastest-growing city. To keep abreast, MCCCD has undertaken an ambitious building program. In addition to increased space for students, new and renovated buildings, labs, classrooms and high-tech centers are designed and equipped to ensure success for all. The dedication and opening of various new centers and campuses includes South Mountain Community College at Guadalupe, Glendale Community College North and Mesa Community College at Red Mountain.

The five-member, elected Governing Board of MCCCD continues to evaluate and refine its goals for the District. Operating under a model of governance that is designed to foster trustee accountability, the Board has adopted priority goals for its constituents (citizens, students, public and private sectors, universities, elementary and secondary schools). These goals reflect the District's mission — "to create and continuously improve affordable, accessible, effective and safe learning environments for the lifelong educational needs of the diverse communities we serve." This is accomplished through university transfer education, general education, developmental education, workforce development, student developmental services, continuing education, and community education.

The Board's goals are monitored in order to gauge the institution's performance in meeting the needs of its constituents and to identify strategies to improve performance. During the 1999-2000 academic year, the Governing Board priorities were the improvement of academic advising for students and the improvement of articulation with the universities for transfer students. Significant progress was achieved in both areas. The Governing Board continues to host Strategic Conversations with students, community members, the business sector and employees. These open forums bring to light important issues within the district and also highlight excellent practices that may be modeled. Based on issues brought to the Board, the Board has embarked on an ambitious 18-month planning process to develop a Strategic Plan for the entire district.

Dr. Fred Gaskin took the reins of the District as Chancellor on July 1, 2000. For the past seven years, Dr. Gaskin was president and superintendent of Cerritos College in suburban Los Angeles where he developed a reputation for teacher training, economic development, and technological advancements. Dr. Gaskin led Cerritos College to high rates of success for Hispanic students with the college ranked fourth in enrollment and tenth in graduation rates of Hispanic persons. Dr. Gaskin has been cited as a "transformational leader" and told the Maricopa Community College District Governing Board that he looks forward to advancing the causes of all groups. "The essence of leadership is vision. Through involving others – their dreams, their hopes and concerns – that vision is honed and has purpose."

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Equivalent Student		53,633
Annual Unduplicated Headcount		189,452
Fall 1999 Headcount (credit)		102,299
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	22,135	(21.6%)
Part-Time	80,164	(78.4%)
Total	102,299	(100.0%)
By Gender	**Fall 1999**	
Female	55,009	(53.8%)
Male	43,510	(42.5%)
Undeclared	3,780	(3.7%)
Total	102,299	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	1,564	(1.5%)
Black, non-Hispanic	4,273	(4.2%)
American Indian or Alaskan Native	2,768	(2.7%)
Asian or Pacific Islander	3,355	(3.3%)
Hispanic	16,205	(15.8%)
White, non-Hispanic	65,154	(63.7%)
Race/Ethnicity Unknown	8,980	(8.8%)
Total	102,299	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	1,206	(22.5%)
Part-Time Instructors	4,159	(77.5%)
Total	5,365	(100.0%)
District Sources of Funds FY 1999-2000		
Fund Balance		$73,833,483
District Tax Levy		$204,232,118
State Aid		$52,464,900
Tuition & Fees		$54,382,514
Grants & Contracts		$0
Transfers & Other Revenues		$67,900,451
Reserve for Future Acquisitions		($105,590,995)
Total		$347,222,471
District Expenditures FY 1999-2000		
General Fund Expenditures		$270,658,367
Capital Outlay Plant Fund		$69,838,970
Bond & Debt Redemption		$20,756,738
Bond & Debt Interest		$15,328,607
Total		$376,582,682

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
CHANDLER-GILBERT COMMUNITY COLLEGE
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Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District, was created in 1985 to serve the educational needs of the rapidly growing population in the Southeast Valley of the Phoenix Metropolitan Area. CGCC has a Pecos Campus, as well as two extension sites, the Williams Campus and the Sun Lakes Education Center.

Major Accomplishments in 1999-2000

The new classroom buildings, which opened in January 1999, continued to fuel rapid enrollment growth. From Fall 1998 (before the new buildings opened) to Fall 1999, enrollment increased by 26%; while FTSE for the 1999-2000 fiscal year increased by 15.2%.

In April the college broke ground for the Performing Arts Center and the Student Center.

Chandler-Gilbert Community College

Phi Theta Kappa, the national community college honorary society, was named one of the top 25 chapters in the country. A total of 1,355 CGCC students participated in community service work, serving over 40 valley agencies. StRUT, Students Recycling Used Technology, refurbished and repaired industry donated used computers, which were then given to non-profit organizations. StRUT received the college innovation award.

Students won recognition and scholarships from such diverse groups as the Professional Photographers Association and Microsoft, while the National Institute for Staff and Organizational Development and the Aviation Safety Advisory Group of Arizona recognized faculty. Houghton Mifflin cosponsored a national conference on developmental education with the college.

Major Issues and Resolutions in 1999-2000

The college strengthened its partnership with ASU-East and developed a university transfer center.

The Wellness, Health, Nutrition and Physical Education Division was created; degrees in Exercise Science and Dietetic Technology were added. This division will offer courses in the core health care area (in preparation for allied health and nursing programs), wellness, recreation, nutrition, equine science, and golf course operations.

Aviation technology examined ways to respond to the critical national shortage of aviation mechanics. Coursework was

expanded for the CISCO and Microsoft examinations. The Maricopa Institute for Virtual Reality Technology was established at CGCC to develop virtual reality capabilities within all the Maricopa colleges. An automated manufacturing program was developed and courses added in developmental disabilities and media arts.

A teaching and learning center was established to support faculty development of educational materials. The academic advisement process was streamlined into a "one-stop shop." College staff played a key role in the development of the *Maricopa Recruiter*, which allows students to post resumes and employers to post jobs to the web. The *Maricopa Recruiter* won the Maricopa Community Colleges innovation award. The Neighborhood College Partnership with the Town of Gilbert was expanded.

Upcoming Issues for 2000-2001

Growth continues to be the major challenge for CGCC. The state accelerated the completion of the San Tan Freeway by five years, which means the Gilbert loop will be completed by the year 2007. By 2005, the San Tan will be completed from I-60 south to the Williams Campus and from I-10 east to Gilbert Road, two miles south of the Pecos campus. The completion of the San Tan will significantly increase the pace of growth in the Southeast Valley, which is already one of the fastest growing areas in the nation. As an example of the impact of growth, seven elementary schools were opened in Fall 2000 — one each in Higley, Chandler, Kyrene, and Mesa; and three in Gilbert. Last year the Gilbert schools alone accounted for 15% of all growth in elementary and secondary schools in the entire state of Arizona. All of the new schools that opened this fall experienced larger than expected enrollments. One school in Gilbert projected an opening enrollment of 500, but now has 1,200 children. The college is continuing a significant planning effort to meet these challenges and to develop a comprehensive set of academic and occupational programs to meet the needs of the community.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent	2,503	
Annual Unduplicated Headcount	9,377	
Fall 1999 Headcount (credit)	5,762	
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	1,144	(19.9%)
Part-Time	4,618	(80.1%)
Total	5,762	(100.5%)
By Gender	**Fall 1999**	
Female	2,823	(49.0%)
Male	2,690	(46.7%)
Undeclared	249	(4.3%)
Total	5,762	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	79	(1.4%)
Black, non-Hispanic	135	(2.3%)
American Indian or Alaskan Native	92	(1.6%)
Asian or Pacific Islander	187	(3.2%)
Hispanic	788	(13.7%)
White, non-Hispanic	3,995	(69.3%)
Race/Ethnicity Unknown	486	(8.4%)
Total	5,762	(100%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	70	(21.8%)
Part-Time Instructors	251	(78.2%)
Total	321	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
ESTRELLA MOUNTAIN COMMUNITY COLLEGE
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Introduction

Estrella Mountain Community College is a progressive academic institution providing educational opportunities and support services to the residents of western Maricopa County. Approximately 200,000 people reside in Estrella Mountain's service area, which is expected to grow to almost a half million people in the next 20 years.

Major Accomplishments, Issues, and Resolutions in 1999-2000

Estrella Mountain implemented a new system for providing student services. Committed to offering quality and convenience to students and the community, the new enrollment model allows individuals to receive assessment, advisement and financial aid and to register through one contact with a single enrollment counselor.

An Estrella Mountain student was selected for the All-Arizona Academic First Team, receiving a full scholarship to complete a four-year degree at the Arizona university of her choice.

The Estrella Mountain Scholarship Endowment, founded in January 1999, raised $83,609 in its first full year of fund-development. Currently engaged in a campaign to raise $250,000 by mid-2002, the college anticipates conducting other joint fund-raising projects, an employee pledge drive, as well as local business and individual gift solicitation to reach the initial 3-year goal. The funds in the Estrella Mountain Scholarship Endowment are managed by the Maricopa Community College Foundation.

The Genesis West program, a partnership with Agua Fria, Buckeye, Dysart and Tolleson High School Districts, continues to offer an alternative to traditional high school. Genesis West provides students with the opportunity to complete high school while earning college credit on the Estrella Mountain campus. Since the program's inception in 1994, Genesis West has produced 75 high school graduates, with close to 44% of those having gone on to higher education.

Estrella Mountain Community College

Estrella Mountain's Math and Writing Center opened in the spring of 2000. The completion of the center is part of the Phase II expansion of the college. The Math and Writing Center provides supportive and collaborative academic assistance to students, faculty and staff. Among the services available are tutoring for mathematics, writing and science. Tutoring services are available through a variety of forms, including one-on-one, telephone and online assistance. Also available are study group facilities, workshops and seminars for student success and faculty presentations.

The "inspire.teach" program, established in the fall of 1998 to proactively address the current teacher shortage, now enrolls over 100 students at the high school, community college and university level. The program encourages teaching as a profession, particularly among underrepresented groups. Agua Fria and Tolleson High School Districts, Estrella Mountain Community College and Arizona State University West have partnered to create the program in order to provide a smooth pathway for students as they obtain their teaching credentials.

Upcoming Issues for 2000-2001

Estrella Mountain continues to expand its workforce development and industry certification programs. Existing programs and new initiatives include:

1. The college's Cisco Networking Academy was selected as a Fund for the Improvement of Postsecondary Education (FIPSE) grant recipient. Funding will assist in implementing the next series of courses for Cisco certification. Classes begin in January 2001, making Estrella Mountain the only community college in the Maricopa Community College District to offer the advanced certification track.

2. Microsoft Certification Systems Engineer program will begin offering its new Windows 2000 certification track in the spring 2001 semester.

Other technology certificate programs, A+, Oracle and Microsoft Office User Specialist are increasing in enrollment as well as foundation courses in health care, hospitality management and business.

The National Science Foundation (NSF) recently accepted Estrella Mountain's grant proposal that targeted Hispanic Serving Institutions (HIS) of higher education. Estrella Mountain qualifies for this designation because the college's student population is approximately 33% Hispanic. The grant provides special funding opportunities that will assist the college in improving educational opportunities for this specific population.

Estrella Mountain continues its second institutional self-study process to request 10-year accreditation from the North Central Association (NCA) of Colleges and Schools, Commission on Institutions of Higher Education. The NCA Evaluation Team visit is scheduled for 2002. Estrella Mountain's initial 5-year accreditation was granted in 1997.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		1,772
Annual Unduplicated Headcount		7,303
Fall 1999 Headcount (credit)		4,400
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	659	(15.0%)
Part-Time	3,741	(85.0%)
Total	4,400	(100.0%)
By Gender	**Fall 1999**	
Female	2,604	(59.2%)
Male	1,700	(38.6%)
Undeclared	96	(2.2%)
Total	4,400	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	39	(0.9%)
Black, non-Hispanic	235	(5.3%)
American Indian or Alaskan Native	57	(1.3%)
Asian or Pacific Islander	120	(2.7%)
Hispanic	1,255	(28.5%)
White, non-Hispanic	2,416	(54.9%)
Race/Ethnicity Unknown	278	(6.3%)
Total	4,400	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	36	(25.7%)
Part-Time Instructors	104	(74.3%)
Total	140	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GATEWAY COMMUNITY COLLEGE

Dr. Fred Gaudet, Acting President
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Introduction

Established in 1968, GateWay Community College is a comprehensive public institution of higher education. GateWay offers career-oriented and university transfer courses and programs that respond to student learning needs and the ever-changing work-place demands of the surrounding business community.

Major Accomplishments in 1999-2000

Student Success – GateWay Community College awarded 207 Associate Degrees and 675 Certificates of Completion. Two students were selected to the All-USA Academic Team.

NCA Accreditation – The North Central Association of Colleges and Schools Commission on Institutions of Higher Education recommended ten years of continuing accreditation for GateWay Community College.

Program Accreditation – Four programs received continued accreditation from their respective accrediting agencies: Court Reporting, Physical Therapy Assistant, Medical Radiography, and Automotive Technology. The Surgical Technology program received initial accreditation.

Nursing Program Enrollment Demands – Admissions to the Licensed Practical Nurse to Associate Degree program almost doubled, increasing from 90 to 160 students. The Nursing Continuing Education program, in partnership with local health care agencies, increased enrollments by 33 percent over last year.

Court Reporting Curriculum – The Court Reporting curriculum became a model for the state. The program has also added two certificate options for students.

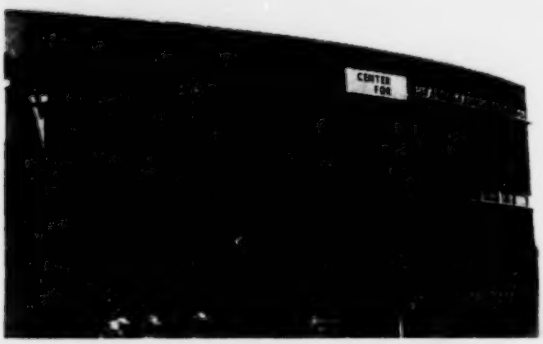
Cisco – GateWay began offering Cisco Networking Technology courses with the goal of becoming a fully functioning Cisco Regional Academy. A remodeling project was approved to upgrade classrooms for Cisco training.

New Center for Health Careers Education – In August 1999 GateWay opened a new Center for Health Careers Education. Modeled after a fully functioning hospital, the Center provides a realistic setting for student preparation in health care and science careers.

Water Resources Technology Program Expands – A Valley semi-conductor company has donated a state-of-the-art water treatment plant to GateWay to aid students in gaining practical experience needed to enter water resources professions.

"If I Had A Hammer" Project – GateWay became the first host site in the state of the "If I Had A Hammer" project in conjunction with Home Depot, engaging elementary school students in constructing an 8-foot by 11-foot house complete with siding, windows, doors, and a front porch. Students have the opportunity to learn through experience academic skills, teamwork, and the importance of staying in school. Approximately 580 fifth and sixth grade students from six local schools participated in the project over the year.

Maricopa Skill Center – The Maricopa Skill Center had a five percent increase in student enrollments over the prior year. Approximately ¼ of the Maricopa Skill Center's student population is foreign, of which 80 percent are refugees from Bosnia. The



GateWay Community College

Maricopa Skill Center Southwest Campus celebrated a year of growth and involvement with the southwest community.

GateWay Community High School Students Excel – GateWay Community High School awarded 141 high school diplomas. Twenty-five graduates were awarded scholarships totaling $72,000 to continue their academic careers.

Innovation of the Year – GateWay's "Innovation of the Year" was awarded to a team from the Administrative Services Department. A model for district-wide use, the team developed an on-line budget process utilizing web technology which streamlines the process and links budget requests to planning goals.

Learning Communities – Learning communities offerings expanded with an innovative community that included ESL students in linked developmental education reading and English courses. Cultural integration was an overriding theme and point of success for students and faculty. "Women's Voices," a new learning community which integrated English 102 and the Women Writers Literature classes, was successfully received by students.

Major Issues and Resolutions in 1999-2000

Self-Study Completed – The NCA Self-Study report, summarizing two years of in-depth Institutional review, resulted in an overview of strengths and prioritized Institutional challenges.

New Construction – The Maricopa Community College Governing Board approved the construction of a new Faculty/Administrative wing and the remodel of existing facilities to allow for expansion and upgrades of classrooms.

Strategic Planning – Enrollment management has become an integral part of the strategic planning process, with accountability measures reported on a regular basis to ensure college-wide implementation.

Innovative Instructional Efforts - Faculty have implemented innovative instructional methodologies to improve teaching and learning processes. A Fund for the Improvement of Postsecondary Education (FIPSE) grant enabled the College to develop a problem-based learning model for a two-year technical degree. A number of different learning communities were offered. Expanded distance learning opportunities for students are being explored by faculty.

Upward Bound Grant – The Upward Bound grant program began serving low-income potential first generation high school students. The program promotes success in high school completion and transition to higher education.

Upcoming Issues for 2000-01

New Dean of Students – GateWay's Dean of Students retired effective Fall, 2000. A national search for a new Dean is underway.

Light Rail – GateWay will continue to monitor plans for the light rail system and utilize scenario planning to evaluate potential impacts of the rail system.

Expanding Instructional Offerings – In support of the enrollment management goal of increasing the number of full-time students, the College is expanding its Liberal Arts course offerings.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		3,608
Annual Unduplicated Headcount		15,525
Fall 1999 Headcount (credit)		7,467
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	481	(6.4%)
Part-Time	6,986	(93.6%)
Total	7,467	(100.0%)
By Gender	**Fall 1999**	
Female	3,418	(45.8%)
Male	3,881	(52.0%)
Undeclared	168	(2.2%)
Total	7,467	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	49	(0.7%)
Black, non-Hispanic	481	(6.4%)
American Indian or Alaskan Native	408	(5.5%)
Asian or Pacific Islander	194	(2.6%)
Hispanic	1,447	(19.4%)
White, non-Hispanic	4,468	(59.8%)
Race/Ethnicity Unknown	420	(5.6%)
Total	7,467	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	74	(20.1%)
Part-Time Instructors	295	(79.9%)
Total	369	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GLENDALE COMMUNITY COLLEGE
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Introduction

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

GCC serves 30,000 students each year in Maricopa County on campus and via off-campus learning centers. GCC is a comprehensive two-year college with a proud liberal arts tradition, and nationally recognized technology programs.

Major Accomplishments, Issues, Resolutions in 1999-2000

Several GCC students are finalists and awardees of the Bill and Melinda Gates Millennium Scholarships for Minorities. There were 50,000 applicants and 4,000 were chosen as recipients.

Glendale Community College Campus

Administration, faculty, staff, and students continued to develop closer ties with area State legislators through meetings on campus, at capitol offices, and during commencement activities.

The GCC Forensics Team won first place in the world's oratory speech contest. The tournament begins with 100 student competitors and narrows down to the top six for the final round. In the final round the students speak in front of policymakers, lawyers and politicians. Kirt Shineman, Forensics Director, pointed out that no other community college has ever won this prestigious award.

The spring 2000 commencement ceremony marked GCC's 35th commencement ceremony.

Glendale Community College has been certified by Microsoft as an Authorized Academic Training Partner to teach and administer certification tests.

GCC ranked eighth in "America's Most Wired Colleges 2000" in the two-year institutions category. Rankings were calculated by Yahoo! Internet Life in partnership with Peterson's, the nation's leading provider of education information.

The Phoenix Business Journal listed GCC as the best place in the Valley for computer training.

The Physical Sciences building currently under construction received a statewide and

regional award from the American Institute of Architects in the "unbuilt" category.

The renovation of the 33-year-old library is nearing completion. The building has been vacated during the construction period. The project is expected to cost about $3 million. The library will reopen in Fall, 2000 with upgraded technology to better serve today's student. During remodeling, library services were available in the High Tech Centers and the Glendale Public Library.

Members of the GCC NCA Steering Team have been reviewing all of the study topics to confirm that patterns of evidence have been sufficiently covered before the "evaluation" phase begins in fall 2000. The evaluation visit is scheduled for Spring 2002.

Priorities for 2000-2001

GCC North Central Accreditation (NCA) Study Teams will identify measures of success and internal/external forces that effect success. Final preparations and arrangements for the NCA visit will be made.

The College Curriculum Committee continues to work on revising the curriculum as well as developing new courses and programs to meet the changing demographic needs of the Northwest Valley.

Classes at GCC North, previously referred to as the Northwest Education Center, were scheduled to begin September 5, 2000. The 75-acre campus is located at 59th Avenue and Happy Valley Road. The Center will offer university transfer courses, job-related programs, and workplace upgrade opportunities.

An open house will be planned for the opening of GCC North. Other community activities will be planned for the opening of the new buildings on the GCC main campus.

Facts-at-a-Glance		
Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		9,398
Annual Unduplicated Headcount		32,965
Fall 1999 Headcount (credit)		19,881
By Full-Time or Part-Time	Fall 1999	
Full-Time	4,832	(24.3%)
Part-Time	15,049	(75.7%)
Total	19,881	(100.0%)
By Gender	Fall 1999	
Female	10,735	(54.0%)
Male	8,396	(42.2%)
Undeclared	750	(3.8%)
Total	19,881	(100.0%)
By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	326	(1.6%)
Black, non-Hispanic	797	(4.0%)
American Indian or Alaskan Native	335	(1.7%)
Asian or Pacific Islander	795	(4.0%)
Hispanic	3,125	(15.7%)
White, non-Hispanic	13,116	(66.0%)
Race/Ethnicity Unknown	1,387	(7.0%)
Total	19,881	(100.0%)
Instructional Staff	Fall 1999	
Full-Time Instructors	241	(25.8%)
Part-Time Instructors	692	(74.2%)
Total	933	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MESA COMMUNITY COLLEGE
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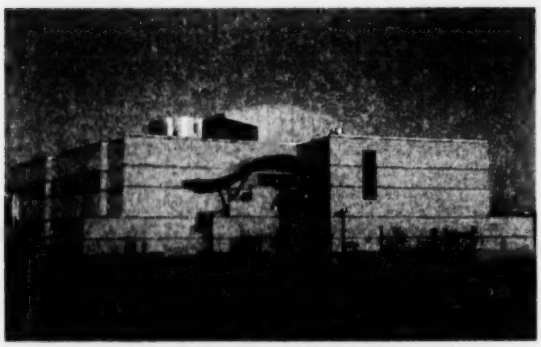
Introduction

Over the past 30-plus years, Mesa Community College (MCC) has grown to become one of the nation's largest community colleges, with enrollment of over 24,000 students. MCC offers a comprehensive array of classes to meet community needs, including transfer, occupational, developmental, continuing and community education, 2-year degree and certificate programs. The college also offers classes delivered through alternative methods such as the Internet, video conference network and independent learning options. MCC has three campuses to better serve our community: the MCC at Southern and Dobson Campus, the MCC at Red Mountain Campus at Power and McKellips Roads, and an Extended Campus with locations to serve the needs of working adults and distance learning students. A special partnership with Motorola University serves 20,000 Motorola employees with courses that focus on customer satisfaction, quality engineering, management and other issues. MCC remains committed to what makes a community college great: quality courses and programs, an outstanding faculty, small classes, access to information, a variety of classroom experiences and affordable tuition.



Mesa Community College

Major Accomplishments in 1999-2000

The development of MCC's second comprehensive campus continued to progress by holding an official groundbreaking ceremony, beginning construction and infrastructure development, adding full-time faculty and progressing with program planning.

The institution expanded the Associate of Applied Science degree to include Computer Graphics, which increased enrollment in the program, and Media Arts with a specialization in Studio Recording. Students obtaining these degrees are able to transfer seamlessly to Arizona universities.

MCC's Nursing students had the highest pass rate on the State Board exam of any group in the state of Arizona; 95.4% (103 of 108), compared to a state average of 88.2%.

International Education at MCC expanded learning opportunities by providing exchanges for students and faculty through study aboard programs with Italy, China, Mexico, France, England, and Costa Rica.

Through the Center for Teaching and Learning, the institution increased faculty support for improving teaching and learning with support for multi-media development, web page development, graphic production, instructional and curriculum development, and instructional technology for the classroom.

The MCC Career/Re-Entry Office enhanced support services for students and employers through the Maricopa Recruiter, an on-line job referral system.

A comprehensive environmental scan of the East Valley was conducted by the institution to provide information about the external environment for use in planning decisions.

Renovations to upgrade classrooms and office space was completed in the old life science building and the old library. The old library will also accommodate the Center for Teaching and Learning , Media Services, and a Cyber Café.

Major Issues and Resolutions in 1999-2000

MCC conducted the Personal Assessment of the College Environment (PACE) climate survey with all full-time employees. A strategic conversation was sponsored by the MCC Continuous Improvement Committee and results were used by the committee to make recommendations for future actions to improve the college climate.

"My MCC," a web-based tool that enables faculty and students use of common electronic resources such as e-mail, conferencing, internet course development, and chat rooms via a campus portal, was implemented to encourage open communication among students and faculty.

Upcoming Issues for 2000-2001

The institution will revise and renew existing curricula to reflect changes in the external environment in response to the new economy.

MCC will provide the community in East Mesa with a new comprehensive campus, MCC at Red Mountain, by the year 2001.

Services will be expanded for current and potential students through enrollment and other support services by developing comprehensive on-line services including advisement, admissions, and registration.

The institution will prepare the learner to succeed by developing retention strategies that maximize the opportunities for success among diverse populations.

Open communication among all members of the college community will be encouraged by expanding opportunities for informal and personal communication among faculty, staff, administrators, and students.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		12,315
Annual Unduplicated Headcount		38,270
Fall 1999 Headcount (credit)		22,564
By Full-Time or Part-Time	Fall 1999	
Full-Time	6,572	(29.1%)
Part-Time	15,992	(70.9%)
Total	22,564	(100.0%)
By Gender	Fall 1999	
Female	11,707	(51.9%)
Male	10,588	(46.9%)
Undeclared	269	(1.2%)
Total	22,564	(100.0%)
By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	400	(1.8%)
Black, non-Hispanic	727	(3.2%)
American Indian or Alaskan Native	682	(3.0%)
Asian or Pacific Islander	952	(4.2%)
Hispanic	2,869	(12.7%)
White, non-Hispanic	15,493	(68.7%)
Race/Ethnicity Unknown	1,441	(6.4%)
Total	22,564	(100.0%)
Instructional Staff	Fall 1999	
Full-Time Instructors	291	(23.9%)
Part-Time Instructors	926	(76.1%)
Total	1,217	(100.0%)

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Introduction

Funded in 1985, Paradise Valley Community College (PVCC) is in its second decade of service to the communities of north Phoenix, Scottsdale, Cave Creek and Carefree. The mission of PVCC is to provide lifelong learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1999-2000

PVCC added 38 new faculty and staff; unveiled new campus information signage; upgraded online registration and added online tuition payment and tutoring; dedicated the gifts of four Chinese terra cotta warriors and a horse; created new Afternoon College and First-Year Experience programs; forwarded the Learning-Centered College initiative; received a U.S. Department of Education Business and International Education Program Title VI-B grant to help businesses succeed in the global digital economy; got approval for a new Performing Arts Center; and made gains in enrollment and number of graduates.

A total of 22 faculty and administrators participated in international study programs during the spring and summer to destinations that included Korea, China, Australia, Finland, Russia, Budapest, Vienna, Prague, Hawaii and Mexico.

Twenty students participated in summer study programs in Seoul, South Korea; London, England; and various destinations in Mexico.

For the second consecutive year, the Pumas Track Team won the NJCAA men's and women's pole vault titles.

For the fifth time, PVCC math and science students won the Ambassador's Cup, an oral presentation competition in the Maricopa Community Colleges sponsored by Motorola.

PVCC has completed its first major sports facility of a running track and a soccer field.

PVCC expanded its intercollegiate sports program to include men's soccer for the fall 1999 semester. The College completed construction of its first athletic facility of a soccer field and running track.

Major Issues and Resolutions in 1999-2000

In a major traffic safety initiative, PVCC's Student Leadership Council headed a petition drive on behalf of community members, students and employees that asked the City of Phoenix to install a traffic signal at the new 32nd Street entrance to the College. The signals would be in place for fall 2000.

PVCC, with input from campus and community members, developed a five-year Athletics Strategic Plan to guide the direction of NJCAA sports at the College.

Upcoming Issues for 2000-2001

PVCC will launch a search for a permanent president to succeed Dr. Raul Cardenas, who was appointed the new post of Maricopa Community Colleges' Vice Chancellor for External Affairs following his one-year term as interim Chancellor. Dr. Gina Kranitz, PVCC's interim president, will continue to lead the College.

PVCC, with the help of a team of faculty, staff and administrators, will develop an Automated Planning and Budgeting System that will use technology to integrate the College's planning, budgeting and institutional effectiveness process.

PVCC will begin initial planning for a Performing Arts Center, which will expand the College's music and theatre programs.

PVCC will also expand its intercollegiate sports program to include women's soccer.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		3,088
Annual Unduplicated Headcount		11,020
Fall 1999 Headcount (credit)		6,632
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	1,572	(23.7%)
Part-Time	5,060	(76.3%)
Total	6,632	(100.0%)
By Gender	**Fall 1999**	
Female	3,949	(59.5%)
Male	2,533	(38.2%)
Undeclared	150	(2.3%)
Total	6,632	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	50	(0.8%)
Black, non-Hispanic	96	(1.4%)
American Indian or Alaskan Native	78	(1.2%)
Asian or Pacific Islander	211	(3.2%)
Hispanic	449	(6.8%)
White, non-Hispanic	5,259	(79.3%)
Race/Ethnicity Unknown	489	(7.4%)
Total	6,632	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	84	(22.4%)
Part-Time Instructors	291	(77.6%)
Total	375	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
PHOENIX COLLEGE

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Introduction

Phoenix College (PC) is celebrating its 80th year of service as Arizona's original community college. Founded in 1920, PC is proud of its heritage of enriching the lives of central city residents through strong liberal arts education and market-based career training programs.

Major Accomplishments for 1999-2000

All-USA Team — Phoenix College sophomore Karla Gonzalez was recognized in a ceremony in Washington, D.C. as a first-team selection to the 2000 All-USA Academic Team. She is among an elite group of twenty scholars from community colleges across America to receive this honor. Gonzalez was pictured in a two-page spread in the April 10 issue of *USA Today*.

Caring Hands Clinic — In February, local dentists volunteered their time and services alongside Phoenix College Dental Hygiene and Dental Assisting students for the annual "Caring Hands Clinic" on the central Phoenix campus. The clinic reached out to homeless families and their children through local agencies. This program received the Dental Hygiene Student Merit Award from the American Association of Public Health Dentistry at its annual meeting in Hawaii.

Navajo Nation Supreme Court — The Navajo Nation Supreme Court convened on the campus of Phoenix College. For the first time in its history, the High Court took its jurisprudence outside its ancestral chambers in the nation's capital of Window Rock, Arizona and onto a community college campus. Phoenix College boasts the only degree-granting Tribal Court Advocacy (TCA) program in the country certified by the Navajo Nation Bar Association.

Phoenix College - Fannin Library

Athletics — Phoenix College hosted the 1999 National Junior College Women's Fast Pitch Softball Championship. Phoenix College placed first. The Women's Basketball team advanced to the national finals and finished ranked fifth in the country.

NCA Accreditation — PC's report on Students Academic Achievement (assessment) was accepted by NCA, January 31. Two outcomes for assessment, numeracy and writing, were piloted. These activities actively involved over 50% of full-time faculty.

Title V Grant — Phoenix College was awarded $380,000 for the first of a five-year grant from the U.S. Office of Education. In addition, PC was recognized as an Hispanic Serving Institution (HSI) by the same office.

ABA Accreditation — The Legal Assisting Program accreditation was approved for seven years by the American Bar Association.

Instruction — During the 1999-00 academic year, instructional departments became more involved in innovative techniques such as brochure designing, S.W.O.T. analysis teamwork to analyze and accomplish goals, multicultural fair for recruitment and diversity participation, and university partnerships with grants such as math education and mentoring science students. Fifteen new tenure track faculty were hired and enrollment increased in a majority of departments, with Computer Information Systems (CIS) and Drafting (DFT) demonstrating the greatest FTSE gain, by percentage.

Interdisciplinary Studies — Increased collaboration between departments resulted in students' increasingly diverse needs being met more effectively. Examples are: the Psychology Department working with health, athletics and nursing; the Indian Studies Program offered Liberal Arts, Tribal Court Advocacy, Counseling and English; English and Applied Business faculty coming together to offer computer classes taught in African languages; and Legal Secretary being offered as a partnership between Legal Assisting and Applied Business.

Fresh Air Science Fair — Phoenix College was a major sponsor in the Fresh Air Science Fair, along with Salt River Project (SRP). The Fair was held on campus with area high schools competing for awards for creativity in designing and operating solar powered lawn mowers.

Student Services — The Course Applicability System (CAS) Pilot was implemented. The College's advisement center installed new Pentium III computers with printers. A Transfer Center Web Page was developed. The student waiting area of the advisement center was remodeled to better serve students.

Technology — PC's open computer lab issued 5,800 individual user accounts during the 1999-00 academic year. In a continued attempt to expand Phoenix College's Internet presence, the College hired a full-time Webmaster.

Facilities — The renovation of the administration building was completed, consolidating College administration in one location.

Major Issues and Resolutions for 1999-2000

Instruction — In response to NCA, the College implemented a college assessment plan and piloted it in the Spring semester.

Student Services — To bring computerized testing to Phoenix College students, the College Testing Center was expanded and computerized testing stations were installed.

Technology — To improve technology access on campus, a technology plan was developed and new servers were purchased to implement a college LAN.

Issues for 2000-2001

Instruction – Continue implementation of institutional assessment plan.

Student Services – Continue the implementation of the Course Applicability System (CAS) and improve technology support for computer-based services.

Facilities Planning - Completion of scheduled capital improvement projects, including the College's new multi-purpose instructional building, and the renovation of the "H" building.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		5,997
Annual Unduplicated Headcount		21,533
Fall 1999 Headcount (credit)		11,966
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	2,695	(22.5%)
Part-Time	9,271	(77.5%)
Total	11,966	(100.0%)
By Gender	**Fall 1999**	
Female	6,616	(55.3%)
Male	4,368	(36.5%)
Undeclared	982	(8.2%)
Total	11,966	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	298	(2.5%)
Black, non-Hispanic	727	(6.1%)
American Indian or Alaskan Native	457	(3.8%)
Asian or Pacific Islander	315	(2.6%)
Hispanic	3,084	(25.8%)
White, non-Hispanic	4,970	(41.5%)
Race/Ethnicity Unknown	2,115	(17.7%)
Total	11,966	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	185	(27.0%)
Part-Time Instructors	500	(73.0%)
Total	685	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
RIO SALADO COLLEGE

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Introduction

Rio Salado College serves working adults who want or need an alternative to a traditional college environment. The college specializes in customized, unique programs and partnerships, accelerated formats and distance delivery. As the mission statement reads, "In all that we do, we pursue continuous improvement and innovation, and we challenge the limits of tradition."

Founded in 1978 as a college without a campus, Rio's philosophy is "Learning any time, any place." This approach has served Rio well. Rio is the third largest of the 10 Maricopa Community Colleges, with 1999-2000 FTSE (Full-Time Student Equivalent) of 8,456.62 and enrollment at 26,298. Of particular interest is the fact that this year the college's duplicated distance learning enrollments increased from 18,000+ to 25,000+, approximately a 40% increase. An additional 20,823 non-credit students participated in Adult Basic Education programs.

Major Accomplishments in 1999--2000

During the 1999-2000 academic year, Rio Salado College continued to practice the principles of Customer Astonishment through innovative programs and partnerships. Specifically, Rio Salado:

Rio Salado College Dental Hygiene Graduates

- Achieved record growth in distance learning, expanding to 200 different Internet courses and 300 total courses.
- Was ranked by the U.S. Department of Education as the second largest provider of occupational certificates in the nation.
- In preparation for the 2002 NCA site visit, conducted a college-wide survey focusing on employees' awareness and understanding of the college's vision, mission, purposes, pride factors and core values.
- Significantly, 87% of the 194 respondents said they agree or strongly agree that they can explain and personally believe in these key cultural components of the college.
- Signed a partnership agreement with Ottawa University, headquartered in Ottawa, Kansas, for the introduction of the police science baccalaureate degree program, an expansion of Rio's existing Law Enforcement Technology program. The new degree program will be available to police officers anywhere and anytime through distance learning.
- Through the leadership of Rio Salado, the Maricopa District established a premier partnership with the United States Open University.
- Received full accreditation for the Rio Salado College School of Dental Hygiene from the American Dental Association. The school now ranks among the top 20 dental hygiene schools in the U.S.
- Created a Student Recruitment and Retention Center and team in order to increase student degree and certificate completions.
- Introduced a new Student Services database that tracks the progress of students and establishes paths leading them toward their educational goals.
- Launched the Professional Development Program for K-12 Teachers, featuring opportunities for instructors to earn Arizona Department of Education Endorsements over the Internet.
- Restructured its Pathways to Adult Student Success (PASS) Program to focus on distance learning plus accelerated six-week courses that

combine traditional classroom study with the convenience of independent study.
- Expanded the Adult Basic Education transition program, with 323 at-risk students taking classes at all 10 Maricopa colleges.
- Received a $200,000 Pew Grant for the redesign of Introductory Algebra, aimed at increasing student retention.
- Received extensive coverage by several national media, including *Converge Magazine*, the *Chronicle of Higher Education* and *Community College Week*
- Received numerous awards, including sixteen regional Medallion awards and one national Paragon Award from the National Council for Marketing and Public Relations.
- Received recognition for the Alpha Theta Omicron Chapter of Phi Theta Kappa International Honor Society, including an International Top 10 Chapter Award and the national Shirley B. Gordon Award of Distinction to Rio President Linda Thor as Outstanding College Chief Executive Officer.
- Received recognition for members of the Rio family, including a national award for Sun Sounds Radio Reading Service; and eight awards from the Arizona Associated Press Broadcasters Association for news and features produced by KJZZ-FM.
- Received multiple regional awards for the Adult Basic Education program, including Marian Wais, Teacher of the Year; Nancy Garabedian, Support Person of the Year; Myra Frestedt, Lifelong Learning Rookie of the Year plus an Award of Excellence.

Major Issues and Resolutions in 1999-2000

- Entered the data gathering and analysis phase of the NCA (North Central Association of Colleges and Schools) Self-Study in anticipation of the NCA re-accreditation site visit in 2002.
- Provided leadership in addressing issues regarding high school dual enrollment programs.

Upcoming Issues in 2000-2001

During the 2000-2001 academic year, Rio Salado College will:
- Implement the redesign of the Rio Tempe building and the configuration of systems furniture to create a state-of-the-art learning environment that supports the vision and mission of the College.
- Introduce Intrakal, a new integrated distance learning software program that is highly user-friendly for both students and faculty.
- Continue to prepare administration, faculty and staff for the NCA accreditation visit and Self-Study in 2001-2002. Rio currently holds the maximum 10-year NCA accreditation.
- Implement partnership with Ottawa University, with first courses being offered in Fall 2000.
- Develop additional baccalaureate partnerships with universities that complement Rio Salado's associate degrees.
- Seek visionary approaches to national articulation among other major distance learning providers, both public and private.
- Search for ways to sustain and grow the college's Adult Basic Education program in light of several years of flat funding from the Arizona Department of Education.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		8,457
Annual Unduplicated Headcount		30,410
Fall 1999 Headcount (credit)		10,211
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	917	(9.0%)
Part-Time	9,294	(91.0%)
Total	10,211	(100.0%)
By Gender	**Fall 1999**	
Female	5,769	(56.5%)
Male	3,577	(35.0%)
Undeclared	865	(8.5%)
Total	10,211	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	39	(0.4%)
Black, non-Hispanic	410	(4.0%)
American Indian or Alaskan Native	140	(1.4%)
Asian or Pacific Islander	330	(3.2%)
Hispanic	910	(8.9%)
White, non-Hispanic	6,859	(67.2%)
Race/Ethnicity Unknown	1,523	(14.9%)
Total	10,211	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	19	(3.9%)
Part-Time Instructors	463	(96.1%)
Total	482	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SCOTTSDALE COMMUNITY COLLEGE

Dr. Arthur DeCabooter, President
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Telephone: 480.423.6000 Fax: 480.423.6066 Website: http://www.sc.maricopa.edu

Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt River Pima-Maricopa Indian Community. The college's mission is to create accessible, effective and affordable teaching and learning environments for the people of the communities so that they may grow personally and become productive citizens in a changing multicultural world.

Major Accomplishments in 1999-2000

The new Computer Technology & Mathematics Building (CM) opened its doors to faculty, staff and students this summer. All classrooms in the CM building come equipped with state-of-the-art technology. Instructor stations link ceiling projectors to a variety of media – computer, internet, ELMO, VCR. A unique feature of the CM building is the Study Commons, located between the lobby and the Math/Science Center. Table and chairs are provided in this enclosed area for students to study or quietly visit with each other between classes.

The new Fitness & Wellness Center opened this Fall semester at SCC. The facility houses the fitness center, two aerobic studios, two classrooms, student resource room, power cycle area, circuit training area, indoor track, and locker/shower facilities. The SCC Fitness & Wellness Center, as a professionally respected academic resource, is committed to meet the lifetime wellness needs of the community.

Scottsdale Community College

Enrollment at the SCC Airpark Campus doubled to 1,200 students since the facility opened in January 1999. This new facility gained an additional 10,000 square feet by occupying the second floor of the building. A second Computer classroom is up and running, providing an additional 16 stations. Partnerships with the Scottsdale Chamber, Holiday Inn, and numerous other neighbors have proved to be beneficial.

Scottsdale Community College continues using strategic planning to guide activities and programming. The SCC Strategic Planning Committee assessed its perceptions regarding the success of the current two-year effort to develop and implement the Strategic Plan, and the results of the survey indicate that the committee is very satisfied with its efforts. The College plan for Fall 2000 is to revise a new Strategic Plan by November 1st and begin implementing the plan immediately.

A new curriculum in Electric Utility Technology (EUT) has been approved for SCC. The program has been a concept embraced and supported by Salt River Project, Arizona Public Service, Union Halls, Tucson Electric Power, and Grand Canyon Electric for two years. The program objective is to provide the opportunity for students to embark on a meaningful and rewarding career in the electric linework industry. This program is the first of its kind to serve Arizona.

The Center for Native and Urban Wildlife (CNUW), located on the SCC campus, was established January 2000. It is an innovative project designed to promote and maintain Sonoran Desert habitat and native wildlife. CNUW provides educational opportunities for students and community members to participate in restoring damaged Sonoran Desert habitats, and aid in the preservation of Sonoran Desert ecosystems for the benefit of all desert species, including humankind.

The Sonoran Sustainable Resources Institute (SSRI) was awarded a sizable grant , bringing the total of external funding for SSRI to $210,000. SSRI is now a major part of the science programs at SCC. This program gives SCC students real-world research experience while they earn money and college

credit. All of the work is in the area of alternative energy sources and environmental resources. The projects are carried out in cooperation with the City of Scottsdale, Salt River Project, and private corporations.

The SCC Summer Music Camp experienced record enrollment this year with nearly 700 campers. The camp has seen constant growth every year since it started in 1982. The camp consists of three string orchestras and six concert bands instructed by a staff of 55 teachers and counselors.

SCC President Arthur DeCabooter received a Distinguished Alumnus Award for 2000 from Indiana University. DeCabooter was also elected to the Board of the National Catholic Education Association, which oversees all Catholic schools, high schools, colleges, and universities.

SCC is the new home for the MCCD Cox Communications valley-wide high-density cable television channel.

Some Notable Student Successes

SCC Equine Science major, Aimee Tewalt, was recently crowned Miss Rodeo Arizona.

Four SCC students were the recipients of the Gates Millennium Scholarships. These renewable scholarships are aimed to assist ethnic and racial minority students through bachelor's and graduate degrees, and amounts are based on actual educational and living expenses.

SCC Student Golfer David Brown qualified for the United States Men's Amateur Golf Championship, and Marco Quatrocchi recently won the Tempe City Amateur Championship.

Major Issues and Resolutions in 1999-2000

The following issues have been advanced by the college's strategic plan and will continue to be addressed this academic year.

Instruction: Remain current in curricula and programs; enhance teaching, learning, and service to students; and increase student enrollment and community participation.

Personnel: Support the growth and development of employees, and maximize staffing to meet the needs of the College.

Student Initiatives: Further development and support for special need populations such as hearing, sight, and physically-limited, and continue the development and implementation of the Enrollment Management Plan.

Strategic planning discussions will continue for the SCC Cave Creek campus.

The College hired two Associate Deans of Student Services.

Upcoming Issues for 2000-2001

- Expansion of the International Education Program
- Diversity and integration of all students
- Continue with outcomes assessment and CAS assessments for student services
- Expansion of Distance Learning
- Will hire new Dean of Instruction

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Student Equivalent	5,048
Annual Unduplicated Headcount	17,763
Fall 1999 Headcount (credit)	10,266

By Full-Time or Part-Time	Fall 1999	
Full-Time	2,599	(25.3%)
Part-Time	7,667	(74.7%)
Total	10,266	(100.0%)

By Gender	Fall 1999	
Female	5,543	(54.0%)
Male	4,531	(44.1%)
Undeclared	192	(1.9%)
Total	10,266	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	258	(2.5%)
Black, non-Hispanic	177	(1.7%)
American Indian or Alaskan Native	413	(4.0%)
Asian or Pacific Islander	198	(1.9%)
Hispanic	681	(6.6%)
White, non-Hispanic	7,883	(76.8%)
Race/Ethnicity Unknown	656	(6.4%)
Total	10,266	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	156	(24.4%)
Part-Time Instructors	483	(75.6%)
Total	639	(100.0%)

Maricopa County Community College District
South Mountain Community College

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Introduction

Founded in 1979, South Mountain Community College (SMCC) is an integral part of a culturally-diverse community surrounding the landmark mountains and South Mountain Park. The communities of South Phoenix, Ahwatukee Foothills, Tempe, Guadalupe, and Laveen are served by the main campus on South 24th Street, near Baseline Road, and at satellite classroom sites in the town of Guadalupe, at Horizon Community Learning Center in Ahwatukee Foothills, and at Mountain Pointe and Desert Vista high schools in the Tempe High School District. The 104-acre campus is located in an area that is a mix of rural, urban, and suburban neighborhoods. SMCC is the only designated MI (Minority Institution) and one of three HSIs (Hispanic-Serving Institution) in Arizona.

South Mountain Community College Student

College Mission Statement

The mission of South Mountain Community College is to provide quality educational opportunities for the growth and development of our diversified population. We respond to the changing needs of our community through transfer, occupational, developmental, and general studies programs and support services. Our college provides the most effective teaching and staff support, facilities, and instructional technology possible with available resources. Our teaching-learning experiences facilitate the total development of our students so that they may become more productive and employable citizens in a global community.

Major Accomplishments in 1999-2000

New Student Services/Technology Complex — Construction and planning continued on the new student services and computer complex, which opened for classes in fall of 2000, with a major community celebration set for November, 2000 — in conjunction with the College's 20th anniversary celebration. About 15,000 square feet are devoted to student services and another 24,000 square feet for high technology classrooms and labs. The two-story facility is located in front of, and connects with, the current Student Services and Administration buildings.

SMCC Guadalupe Center — The College built a 5,000 square-foot classroom to the south of the previous site at Guadalupe Road and Avenida del Yaqui in Guadalupe. The building was dedicated in Fall, 2000 and classes begin in the new facilities in 2000-2001. The new center is part of a complex that also includes the Boys and Girls Club and the new Town of Guadalupe Multipurpose Center. In 1999-2000, almost 300 students attended the Guadalupe Center, which emphasizes its partnership with the town of Guadalupe, Boys and Girls Club, the community, and the South Mountain campus. Core classes that transfer to universities, English as a Second Language and developmental education

were among the most popular courses. In 1999-2000, 18 students from Guadalupe earned A.A. degrees and transferred to Arizona State University in order to complete four-year degrees.

Ahwatukee Foothills Center — In April of 1999, South Mountain Community College opened new offices at the Horizon Community Learning Center, on 48th Street south of Chandler Blvd. in Ahwatukee Foothills to better serve communities south of South Mountain Park. Day and evening classes began in the fall of 1999. Other organizations in the new community building are Horizon Charter School, Ahwatukee Foothills YMCA, and Arizona State University Extended Programs.

Information Technology Program — In addition to computer applications programs and microcomputer maintenance and repair, the College introduced the Cisco Networking Administration program. Certified graduates of the Cisco and Microsoft programs are in demand. Also, the College paved the way for the Fall, 2000 introduction of a new occupational program in telecommunications technology. SMCC will be the first in Arizona to develop this certificate and degree program. Partnerships have been developed with major corporations in establishing the new telecommunications technology curriculum.

Major Resolutions in 1999-2000

Performing Arts Center — Planning continues, and an architect has been selected, for the SMCC Performing Arts Center. The PAC is expected to be completed in 2002 and will become a college and community focal point for a variety of productions and related purposes.

The College developed a three-year plan to optimize student enrollment — Goals have been established that will improve recruitment and retention of students; also, encourage the advancement of students through graduation, university transfer and job placement. Additional measures involve creating and maintaining partnerships, improving competency in technology among students and employees, and fostering instructional programs that meet the educational and occupational needs of the community.

Upcoming Issues for 2000-2001

Changing Service Area — The College is preparing for unprecedented growth expected during the next three years. More than 1,200 new homes, two elementary schools, a second golf course adjacent to the Raven Golf Course, a time-share vacation resort, and other developments will be built within three miles of the campus.

Enrollment Management Focus — A college-wide program continues to integrate a strategic planning process in the area of enrollment. The College has formed the Dynamic Enrollment Management Council to study and plan enrollment.

Information Technology Program — Responding to demands of the information-technology industry, a variety of new occupational programs will be expanded and added. Certificates and preparation classes are now available for CISCO networking; Microsoft networking, systems and software; and A+ certification in microcomputer maintenance.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Student Equivalent		1,447
Annual Unduplicated Headcount		5,286
Fall 1999 Headcount (credit)		3,150
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	664	(21.1%)
Part-Time	2,486	(78.9%)
Total	3,150	(100.0%)
By Gender	**Fall 1999**	
Female	1,845	(58.6%)
Male	1,246	(39.6%)
Undeclared	59	(1.9%)
Total	3,150	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	26	(0.8%)
Black, non-Hispanic	488	(15.5%)
American Indian or Alaskan Native	106	(3.4%)
Asian or Pacific Islander	53	(1.7%)
Hispanic	1,597	(50.7%)
White, non-Hispanic	695	(22.1%)
Race/Ethnicity Unknown	185	(5.9%)
Total	3,150	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	50	(24.5%)
Part-Time Instructors	154	(75.5%)
Total	204	(100.0%)

MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT
MOHAVE COMMUNITY COLLEGE
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Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada, and Utah from its campuses in Bullhead City, Colorado City, Kingman and Lake Havasu City. Mohave's mission is "to serve our students and communities by providing an environment for educational excellence, innovation and awareness." The unduplicated headcount for the 1999-2000 academic year was over 10,700. FTSE for the 1999-2000 academic year was 2,378.

Major Accomplishments in 1999-2000

Reorganization — The College restructuring continued as the various divisions, working within the framework of the master strategic plan, developed their mission statements and began work on their goals and objectives for 2000-2006+.

Facility Planning — Facility master plans for each of the three southern campuses were developed. A College Center was established in Littlefield, and the Fredonia Center was expanded, providing better access to Mohave Community College for the residents of the Arizona Strip Region.

Campus Expansion — Revenue bonds were issued to fund the construction of 54,000 square feet of new facilities.

Professional Development Program (PDP) — The College initiated the first offerings in PDP. This staff development program, designed by college personnel, is available to all professional support staff and resident faculty.

Mohave Community College - Kingman Campus

Major Issues and Resolutions in 1999-2000

The deactivation of the existing microwave system and the plan to move the three southern campuses onto ALS were strategic decisions.

The Littlefield Center was opened using facilities leased from the local public school.

Approval of the first phase of construction on the three southern campuses was received in order to begin groundbreaking during Fall, 2000. The College worked with the Mohave Community College Foundation and NAU in developing the plans.

The nursing program was expanded with the construction of an instructional nursing lab on the Mohave Valley campus (Bullhead City) and the hiring of a new faculty member. This was made possible through partnerships in which Los Matedores provided funds for the lab, and the local hospital assisted in the funding of the faculty position.

Issues for 2000-2001

Funding and implementation of the ALS system on all campuses.

Remaining competitive in the hiring of quality faculty and professional support personnel in an ever-tightening job market.

Construction of the new facilities, and the relocation of two libraries and three bookstores with a minimum of disruption of services to students, during that construction.

Meeting the challenges of the New Economy, with both the necessary educational opportunities and the communications infrastructure needed in NW Arizona.

Continuing to leverage local partnerships for the expansion of the educational programs at Mohave Community College, in order to better serve its students.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	2,378
Annual Unduplicated Headcount	10,749
Fall 1999 Headcount (credit)	6,161

By Full-Time or Part-Time	Fall 1999	
Full-Time	767	(12.4%)
Part-Time	5,394	(87.6%)
Total	6,161	(100.0%)

By Gender	Fall 1999	
Female	4,092	(66.4%)
Male	2,069	(33.6%)
Undeclared	0	(0.0%)
Total	6,161	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	26	(0.4%)
American Indian or Alaskan Native	158	(2.6%)
Asian or Pacific Islander	123	(2.0%)
Hispanic	531	(8.6%)
White, non-Hispanic	5,323	(86.4%)
Race/Ethnicity Unknown	0	(0.0%)
Total	6,161	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	59	(14.3%)
Part-Time Instructors	354	(85.7%)
Total	413	(100.0%)

District Sources of Funds FY 1999-2000	
Fund Balance	$1,372,990
District Tax Levy	$8,093,651
State Aid	$4,445,000
Tuition & Fees	$1,475,437
Grants & Contracts	$3,810
Transfers & Other Revenues	($686,633)
Reserve for Future Acquisitions	$0
Total	$14,704,255

District Expenditures FY 1999-2000	
General Fund Expenditures	$12,765,495
Capital Outlay Plant Fund	$1,529,286
Bond & Debt Redemption	$360,000
Bond & Debt Interest	$306,569
Total	$14,961,350

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE

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Introduction

Northland Pioneer College (NPC) is a comprehensive, multi-campus community college with four campuses, six centers and numerous other delivery sites throughout Northeastern Arizona. Northland was established in 1974 with primary funding from Navajo County. NPC provides classes in Apache County, which lacks an organized community college district, through an intergovernmental agreement.

Over 60% of NPC's service area population is Native American, with many residing on three major Indian reservations (Navajo, Hopi and White Mountain Apache) making up nearly 40% of the District's 21,000-square-mile service area.

Northland Pioneer College dedicated the Aspen Center on the Show Low – White Mountain Campus on August 8, 2000.

Art studios, for both 2- and 3-dimensional classes, the White Mountain Gallery, campus office, and general purpose and interactive audio classrooms will be located in the 14,000 square-foot facility. A flagstone patio abuts lawn areas that can serve as a gathering place for students or evening cultural events.

Aspen Center is only the third permanent building built by the college on the Show Low campus in the college's 26-year history. The original Josephine Goldwater Hospital was the campus' only permanent building until completion of the Ponderosa Science & Health Sciences Center in 1994. The Learning Center, housing the library, interactive video, computer and general purpose classrooms, was finished in 1997.

Mission

Northland Pioneer College is an institution of higher education whose mission is to improve the quality of life for individuals and communities by providing comprehensive, accessible, affordable, and excellent educational programs and services.

Major Achievements in 1999–2000

Received a 10-year renewed accreditation from North Central Association of Colleges and School's Commission on Institutions of Higher Education.

Established a partnership with Northern Arizona Vocational Institute of Technology (NAVIT), a consortium of regional high schools. Shared training programs in Cosmetology, Medical Assistant, Nursing Assistant and Welding will be offered in 2000-2001.

Implemented a comprehensive student tracking system to monitor student achievement outcomes used in measuring institutional effectiveness.

Published the College Catalog and Semester Course Schedules on-line.

Expanded Internet-based course offerings.

Broke ground for the new Hopi Center in Polacca and the Aspen Center in Show Low.

Responded to area's workforce development needs by designing short-term training programs.

Completed first year of a three-year Fund for the Improvement of Postsecondary Education (FIPSE) grant project to create computer labs, establish interactive video distance learning classrooms and other educational technology to rural communities.

Added Associate of Applied Science degree opportunities in Heritage Preservation, with emphases in Museum Technician, Field Archaeology Technician or Interpretive Guide.

Major Issues and Resolutions in 1999–2000

Re-established a center in Kayenta in cooperation with the Kayenta Unified School District.

Received a $29,000 Library Services and Technology Act (LSTA) state grant to provide improved access to the College's library and information resources from the rural communities of Keams Canyon, Whiteriver, Springerville/Eagar and St. Johns.

The Aspen Center, a fine arts and classroom building, on the Show Low – White Mountain Campus was dedicated on August 8, 2000.

The new Hopi Center at Polacca was dedicated on August 22, 2000.

Completed a lease agreement with the White Mountain Apache Tribe to build a new center in Whiteriver.

Issues for 2000–2001

Increasing outreach and business training programs through the Business & Community Services Division. A Skills Training Center is being developed on the Snowflake/Taylor – Silver Creek Campus. Working with the local cable television franchisee to air specialized training, such as a Customer Service Academy planned in the spring.

Prioritizing needs for the replacement location for the Painted Desert Campus in Holbrook. The existing campus site has unstable soil conditions. The new campus will be developed on property donated by the City of Holbrook that was once the U.S. Air Force Base.

Implementing the first year of a five-year Title III grant, awarded in July, 2000, from the U.S. Department of Education to develop a Digital Learning System. The $1.2 million project will establish a varied collection of computer-based learning materials; develop more effective technology for teaching; improve computer literacy skills for faculty and students; and increase access to academic and student services resources through networked computers.

Construction will begin in September, 2000 on the Blunk Health Sciences Center on the Winslow – Little Colorado Campus. The 8,940 square-foot complex will house chemistry, geology, biology and nursing labs and should be completed in time for Fall 2001 classes.

Complete design and construct new center in Whiteriver.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	2,092
Annual Unduplicated Headcount	10,126
Fall 1999 Headcount (credit)	3,886

By Full-Time or Part-Time	Fall 1999	
Full-Time	597	(15.4%)
Part-Time	3,289	(84.6%)
Total	3,886	(100.0%)

By Gender	Fall 1999	
Female	2,578	(66.3%)
Male	1,308	(33.7%)
Undeclared	0	(0.0%)
Total	3,886	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	6	(0.2%)
Black, non-Hispanic	40	(1.0%)
American Indian or Alaskan Native	998	(25.7%)
Asian or Pacific Islander	25	(0.6%)
Hispanic	304	(7.8%)
White, non-Hispanic	2,433	(62.6%)
Race/Ethnicity Unknown	80	(2.1%)
Total	3,886	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	52	(18.0%)
Part-Time Instructors	237	(82.0%)
Total	289	(100.0%)

District Sources of Funds FY 1999-2000	
Fund Balance	$7,483,328
District Tax Levy	$7,702,855
State Aid (incl. Equalization)	$5,863,861
Tuition & Fees	$2,079,179
Grants & Contracts	$666,894
Transfers & Other Revenues	$2,749,811
Reserve for Future Acquisitions	($5,300,000)
Total	$21,245,928

District Expenditures FY 1999-2000	
General Fund Expenditures	$12,342,466
Capital Outlay Plant Fund	$2,897,848
Bond & Debt Redemption	$1,010,000
Bond & Debt Interest	$789,256
Total	$17,039,570

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

PIMA COMMUNITY COLLEGE

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Introduction

Pima Community College (PCC) is the fifth largest multi-campus community college in the United States. During this 30th Anniversary Year, the college offered more than 5,000 active courses and 77 program areas leading to 190 certificates and/or Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees. In 1999-2000 the college served 72,000 students in credit and noncredit classes. Unduplicated headcount was over 60,000 for credit courses and 12,000 for non-credit classes.

Major Accomplishments in 1999-2000

In its continuing implementation of the Educational Master Plan and the $140 million Capital Development Plan from the 1995 voter-approved bond issue, the college substantially completed building additions and modifications to its Community, Desert Vista, Downtown, East, and West Campuses.

The college completed its college-wide plan to align, unify and place programs by reassigning 14 programs among its campuses approximately 18 months ahead of schedule. Concurrently, the college also added 32 new degrees/certificates, with another 16 under feasibility review.

SCT's Banner administrative application modules in finance, human resources, financial aid and student information, and web for students were installed in 36 months, greatly improving the college's ability to store and retrieve needed administrative data.

PCC's Desert Vista Campus

The college completed the first year of the Student Success System program. Highlights included: a new student 60-day loan campaign; student access to financial aid information and the Virtual Advising Center link off the PCC Web homepage; the Fifth-Grade Visitation Program entered its 3rd year with more than 2,700 fifth graders being served; the concurrent enrollment program held 67 classes with 1,103 high school students in attendance; provided in-school assessment tests of hundreds of high school students; and the Summer 2000 Career Academies attained the highest completion rate (96%) in the history of the academies.

The college's new grants development office was successful in obtaining $2.4 million in grants related to Student Success.

The college opened and staffed the Northeast Community Learning Center in Spring 2000, welcoming more than 400 students to its Tanque Verde and Wrightstown shopping center locations.

Eight working committees completed the major segment of the comprehensive self-study for the North Central institutional accreditation process.

Chancellor Jensen was named the 2000 Pacific Regional Chief Executive Officer by the Association of Community College Trustees, and was elected to a three-year term on the Board of Directors of the American Association of Community Colleges. In addition, numerous college faculty, staff, and programs received scores of national awards and recognitions.

PCC was included in SuperOnda's list of the top ten two-year colleges as a "good choice" for Hispanics.

The U.S. Department of Commerce awarded PCC a $500,000 grant to support the Pascua Yaqui Connection.

The college provided assistance in the development of the Tohono O'odham Community College and assisted a Santa Cruz County citizen's advisory group in its planning for a provisional community college.

Major Issues and Resolution in 1999-2000

Negotiations with Pima County were completed to transfer the nationally recognized Adult Education

program to Pima Community College, effective July 1, 2000. This agreement will bring 102 full-time instructional and administrative staff to the College.

The college enlisted its department chairs in a planning session to identify the information and skill requirements for the design of a leadership academy for new department chairs.

College deans and division deans met to recommend actions that the college should take to optimize its participation in the Pima County Strategic Plan for Workforce Development.

Several business-related units of the college were consolidated in the Business and Industry Training department. Its international unit has now trained 100 business and government personnel from the former Soviet Union under the Community Connections program of the U.S. State Department.

PCC and the Vail School District reached an agreement on the co-location and joint use of a college learning center with the new Vail high school.

The college completed the Facilities Master Plan for the 87,000 square-foot Northwest Campus and negotiated joint-use arrangements for the campus with Pima County, the YMCA, and Arizona International College. The schematic design for the Green Valley Community Performing Arts and Learning Center was also completed in partnership with Pima County and the Green Valley Arts Council.

Upcoming Issues for 2000-2001

The college will complete its comprehensive self-study and host the team of North Central consultant evaluators in Spring 2000.

The college will re-assess its values and mission statements through a community-wide planning charrette, and will develop a new set of mission indicators of success. This process will be followed by a strategic planning process to set five-year strategic goals.

The college will initiate information modules in degree-audit checks, strategic enrollment management, web for employees and web for executives.

The college will provide the structure, process and resources to assist college faculty to use educational technology for classroom and distance instruction to enhance teaching and learning throughout the college.

Construction of the Aviation Technology Center will be completed by Summer 2001. The schematic design for the Northwest Campus will be completed, and the college will issue a call for construction bids in Spring 2001. Negotiations with Pima County regarding the Green Valley Center will be completed, along with the design phase of the project.

The college will continue to participate in the Governor's task force on higher education with enrollment projections and perspectives on viable funding policies, and will provide follow-up support to the Arizona Town Hall on education.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	17,589
Annual Unduplicated Headcount	61,030
Fall 1999 Headcount (credit)	26,865

By Full-Time or Part-Time	Fall 1999	
Full-Time	8,693	(32.4%)
Part-Time	18,172	(67.6%)
Total	26,865	(100.0%)

By Gender	Fall 1999	
Female	14,694	(54.7%)
Male	11,922	(44.4%)
Undeclared	249	(0.9%)
Total	26,865	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	588	(2.2%)
Black, non-Hispanic	890	(3.3%)
American Indian or Alaskan Native	801	(3.0%)
Asian or Pacific Islander	919	(3.4%)
Hispanic	7,398	(27.5%)
White, non-Hispanic	14,764	(55.0%)
Race/Ethnicity Unknown	1,505	(5.6%)
Total	26,865	(100.0%)

Instructional Staff	Fall 1999
Full-Time Instructors	N/A
Part-Time Instructors	N/A
Total	N/A

District Sources of Funds FY 1999-2000	
Fund Balance	$3,518,472
District Tax Levy	$54,363,661
State Aid	$22,517,646
Tuition & Fees	$22,765,100
Grants & Contracts	$3,452,414
Transfers & Other Revenues	$65,695,908
Reserve for Future Acquisitions	($33,982,609)
Total	$138,330,592

District Expenditures FY 1999-2000	
General Fund Expenditures	$84,717,335
Capital Outlay Plant Fund	$46,253,761
Bond & Debt Redemption	$2,165,000
Bond & Debt Interest	$5,194,496
Total	$138,330,592

Pinal County Community College District
Central Arizona College

Dr. John J. Klein, President
8470 North Overfield Road, Coolidge, Arizona 85228
Telephone: 520.426.4200 Fax: 520.426.4575 Website: http://www.cac.cc.az.us

Introduction

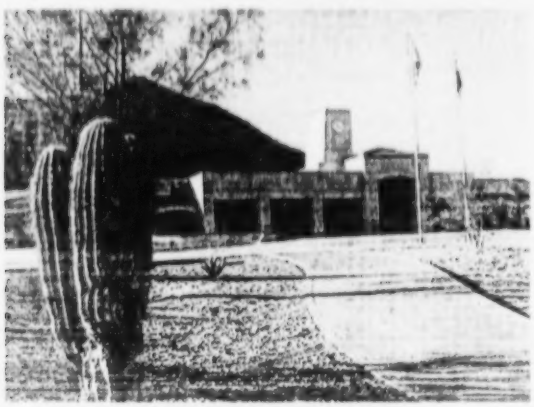
The Pinal Community College District serves county residents through three campuses and two education centers. The Signal Peak Campus serves the communities of Maricopa, Stanfield, Arizona City, Eloy, Casa Grande, Coolidge and Sacaton. The Aravaipa Campus serves the communities of San Manuel, Mammoth, Kearny and Hayden. The Superstition Mountain Campus serves Apache Junction, Queen Creek and Superior. Students attend classes at the Florence Prison Center and the Casa Grande Education Center.

The college is dedicated to lifelong learning, student academic achievement and success in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, community services, and workforce and economic development.

Major Accomplishments in 1999-2000

Student Enrollment — Unduplicated headcount was 13,385 during 1999-2000, 381 more than the previous year. The headcount generated over 3,200 FTSE, an increase from last year.

Academics — There were 600 students who qualified for the deans and honors recognition for academic achievement. Six students, two from each campus, qualified for All-Arizona Academic Team. Two placed on the second team, while four placed on the third team. There were 958 graduates from Central Arizona College (CAC) in 1999-2000.



Central Arizona College

The College introduced four new instructional programs in American Sign Language, Childhood Education, Special Education that was approved by the Arizona Department of Education, and Teacher Education Technology. In addition, special courses were established to assist high school students in preparation with the AIMS math test.

Athletics — Eleven athletes with 3.6 grade point average or higher were selected to the Academic All-American Team. More than 90 percent of graduating athletes transferred to four-year universities.

Central Arizona College won six regional conference championships. Those teams include the men and women's track, softball, baseball, women's basketball and men and women's cross country. Seven teams competed nationally, with two teams finishing second.

Community — The College continues to serve as a host for the communities in Pinal County, members of the county and state governmental agencies, business and industry. More than 8,447 people used the Central Arizona College campuses in 1999-2000, including 600 students who attended the 2000 Arizona High School All Star Games.

Major Issues and Resolutions for 1999-2000

Workforce and Economic Development — The implementation of the Federal Workforce Investment Act along with the population and economic growth require a restructuring of College delivery of education and training services. The new Dean of Workforce and Economic Development will head a team to focus on defining and addressing needs of business, industry and government agencies.

Labor shortages in Medical Assistance, Nursing, K-12 Teachers and Special Ed, Law Enforcement and Correction Officers, Health Care Assistance, Information Technology and Manufacturing Technicians are a concern. Central Arizona College has forged many collaborative partnerships with school districts, universities and with the business

sector to enhance education and training of skilled individuals.

The College and K-12 districts formed a partnership to recruit teachers in Pinal County and won several federal grants to fund new curriculum, technology training and support services.

The College has formed partnerships with law enforcement and tribal agencies to increase the number of certified police officers. The CAC academy has been increased to four per year and added supervisor and dispatcher training.

The Information Technology field has expanded a rapid rate and the college has employed full- and additional part-time faculty to expand offerings, including Microsoft Certified Training.

The Casa Grande Center continues to provide classes in English as a Second Language, GED and computing applications. The college administered GED testing to 604 individuals, of which 310 passed the exams. The Small Business Development Center's clientele increased 78 percent. The center help start 10 new businesses.

The College worked with BHP Mining to assist the 2,500 employees that were laid off due to the closing of a plant. More than 130 have completed retraining for new positions in law enforcement, electronics and computer applications.

Upcoming Issues for 2000-2001

The College continues to pursue additional funding sources to expand the growing demands for a skilled and qualified workforce.

The College has committed 80 acres of land at the Signal Peak Campus to construct a Regional Training Center with a driving track, firing range and tactical villages. This facility will serve law enforcement agencies in Pinal County, the East Valley, Northern Pima County, and the Department of Public Safety. State funding of $1.8 million will be required for completion of construction of the facilities.

Teacher Education continues to be a major concern for rural school districts. The College and the School District formed a task force to recruit teachers for open positions and to encourage high school students and adults to pursue teacher education as a career. Transfer programs have been established with Northern Arizona University (NAU)and Arizona State University (ASU) to further increase the preparation of credential teachers.

The Pinal County University Building requires an additional $600,000 of state funds to complete the project, which is a joint venture between Central Arizona College, Northern Arizona University and the University of Arizona.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Equivalent Student		3,252
Annual Unduplicated Headcount		13,385
Fall 1999 Headcount (credit)		4,493
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	1,179	(26.2%)
Part-Time	3,314	(73.8%)
Total	4,493	(100.0%)
By Gender	**Fall 1999**	
Female	2,519	(56.1%)
Male	1,858	(41.4%)
Undeclared	116	(2.6%)
Total	4,493	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	155	(3.4%)
American Indian or Alaskan Native	261	(5.8%)
Asian or Pacific Islander	26	(0.6%)
Hispanic	1,329	(29.6%)
White, non-Hispanic	2,575	(57.3%)
Race/Ethnicity Unknown	147	(3.3%)
Total	4,493	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	79	(18.7%)
Part-Time Instructors	344	(81.3%)
Total	423	(100.0%)
District Sources of Funds FY 1999-2000		
Fund Balance		$1,324,688
District Tax Levy		$13,535,525
State Aid (incl. Equalization)		$6,852,300
Tuition & Fees		$2,965,248
Grants & Contracts		$0
Transfers & Other Revenues		$4,030,963
Reserve for Future Acquisitions		$0
Total		$28,708,724
District Expenditures FY 1999-2000		
General Fund Expenditures		$20,534,122
Capital Outlay Plant Fund		$4,422,322
Bond & Debt Redemption		$1,380,000
Bond & Debt Interest		$1,116,420
Total		$27,452,864

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

YAVAPAI COLLEGE

Dr. Doreen Dailey, President
1100 East Sheldon Street, Prescott, Arizona 86301
Telephone: 520.776.2022 Fax: 520.776.2019 Website: http://www.yavapai.cc.az.us

Introduction

Yavapai College has been in the business of higher education for 31 years. Its mission is to provide high quality, convenient and cost effective learning opportunities for the diverse populations living within an 8,000 square mile service area.

More than 11,000 students now take classes each year at 77 sites throughout the county. The college offers 63 certificate, degree and transfer options to students in 44 different programs of study.

Students have 15 different course delivery methods available. Examples include traditional lecture, interactive video, online, and cable television. Classes offered via the web grew from two in 1995-96 to 20 in the fall of 2000. The popularity of these courses has grown by 133 percent since 1997-98.

Major Accomplishments 1999-2000

Master Planning — The Yavapai College Master Plan was approved by members of the State Board of Community Colleges. Members called the document one of the most comprehensive they had seen. The $69.5 million proposal includes plans to construct 10 new buildings and renovate a number of existing facilities district wide. A bond election to support the plan has been set for November 7, 2000.

Agribusiness Technology, one of Yavapai College's newest programs, includes emphases in Environmental Structures (Greenhouse) Management, Golf Course Management, Equine Studies, Aquaculture, and Agricultural Education.

Sedona Center for Arts & Technology — The college's state-of-the-art multimedia center was completed in May 2000. Center programs include Digital Media Arts, the Zaki Gordon Institute for Independent Film Making, Workshop and Conference Center, Institute for Lifelong Learning, and Institute for Emerging Technologies.

The digital media program is designed to prepare students for careers in web design, multimedia design, digital video and animation. Students can earn an associate of applied science degree in digital media arts with an emphasis on either Internet publishing or digital video.

The Zaki Gordon Institute for Independent Film Making is a one year program, with second year optional, designed to prepare students to produce their own independent feature film. Instruction takes the student from concept to marketing and distribution of the final product.

Agribusiness Technology — Groundbreaking for the new Regional Technology Center at Old Home Manor in Chino Valley was held in the spring of 2000. Agribusiness Technology is one of the college's newest programs, and first to be housed at this new facility. Areas of study within the agribusiness program include environmental structures, aquaculture, golf course management, and equine studies.

Economic Impact — The office of institutional research completed a major study to determine the economic impact of Yavapai College on Yavapai County. Results showed an annual impact of $175 million. Research was conducted according to a modified form of the Ryan model, the most widely accepted methodology for economic impact determination used by hundreds of community colleges.

Major Issues and Resolutions in 1999-2000

Administrative Systems — PeopleSoft, the college's new integrated software system, was implemented district wide in July 2000, as scheduled. The first live payroll run was completed on July 14, and subsequent runs have been conducted without incident. This project required the coordinated efforts of a dedicated team of users and technical staff.

Leadership Center — The Leadership Center at Yavapai College continued to reach out into the county's many smaller, outlying communities. This team of dedicated professionals was recognized with a Arizona's Pride Award from the Governor's office for its efforts in Bagdad. A project to clean up the Bagdad Kitty Litter, a longtime eyesore, was organized by personnel and included hundreds of partners and community members.

Public Communication — A comprehensive public communication plan was implemented. Yavapai College Today, a publication written and produced by advancement office personnel, is now distributed to all homes in Yavapai County each month. Efforts to inform all communities about Yavapai College were successful.

Market Research — Detailed research on student satisfaction with programs, and employer satisfaction with Yavapai College students was completed by the office of institutional research. Graduates and completers indicated a high level of satisfaction with the quality of instruction and the curriculum. Over eight in ten were satisfied or very satisfied. From 90 to 100 percent would recommend Yavapai College to others. More than 90 percent of employers surveyed indicated they were satisfied with an employee's overall job preparation. More than two-thirds of those surveyed said they would hire another Yavapai College graduate or completer.

Upcoming Issues for 2000-2001

Master Planning — Voters will decide on November 7 whether or not they want to fund the Yavapai College Master Plan through an increase in secondary property taxes. If the bond election is approved, officials will then face implementation of the $69.5 million plan. If it is rejected by voters, governing board members, faculty, staff and administrators will then have to determine the best coarse of action to make the plan a reality.

Self-Study — Personnel are preparing to embark on a comprehensive self-study as part of the process for continued accreditation by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA). The college received an eight-year continuation through 2002 in 1994. Officials are now planning to conduct a self-assessment in order to meet the requirements for accreditation beyond 2002. The self-study will take approximately 18 months to complete, and a team of educators from NCA members is expected to visit Yavapai College in 2002.

Northern Arizona Regional Skill Center — Yavapai College received a $1.2 million grant from the U.S. Department of Commerce-Economic Development Administration to construct the skill center on the Verde Valley Campus. The proposed center is a 15,000 square foot facility identified in the master plan to assist skill development and occupational education programs for students from the four-county area that includes Apache, Coconino, Navajo and Yavapai Counties.

Yavapai College is committing to provide the additional $1.3 million toward the $2.5 million proposed capital project, contingent upon bond approval and/or other successful fundraising.

Facts-at-a-Glance

Enrollment FY 1999-2000	
Annual Full-Time Equivalent Student	2,885
Annual Unduplicated Headcount	11,645
Fall 1999 Headcount (credit)	6,836

By Full-Time or Part-Time	Fall 1999	
Full-Time	1,151	(16.8%)
Part-Time	5,685	(83.2%)
Total	6,836	(100.0%)

By Gender	Fall 1999	
Female	4,213	(61.6%)
Male	2,576	(37.7%)
Undeclared	47	(0.7%)
Total	6,836	(100.0%)

By Ethnic or Race Group	Fall 1999	
Non-Resident Alien	5	(0.1%)
Black, non-Hispanic	35	(0.5%)
American Indian or Alaskan Native	166	(2.4%)
Asian or Pacific Islander	62	(0.9%)
Hispanic	294	(4.3%)
White, non-Hispanic	5,645	(82.6%)
Race/Ethnicity Unknown	629	(9.2%)
Total	6,836	(100.0%)

Instructional Staff	Fall 1999	
Full-Time Instructors	95	(22.0%)
Part-Time Instructors	337	(78.0%)
Total	432	(100.0%)

District Sources of Funds FY 1999-2000	
Fund Balance	$1,034,887
District Tax Levy	$17,977,695
State Aid	$5,745,500
Tuition & Fees	$3,365,880
Grants & Contracts	$0
Transfers & Other Revenues	$787,613
Reserve for Future Acquisitions	$0
Total	$28,911,575

District Expenditures FY 1999-2000	
General Fund Expenditures	$20,639,015
Capital Outlay Plant Fund	$5,734,497
Bond & Debt Redemption	$805,000
Bond & Debt Interest	$663,803
Total	$27,842,315

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT
ARIZONA WESTERN COLLEGE
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Major Accomplishments 1999-2000

The Arizona Western College Governing Board adopted ten ambitious objectives for 1999-2000. College staff completed all ten of them. Arizona Western College (AWC) continues its march toward excellence. The joint effort produced a number of changes and successes:

- An enrollment growth spurt of five-percent, maintaining a steady upward tread of increased college educational opportunities
- Partnering with the City of Yuma to create two educational television channels to provide additional learning opportunities

Arizona Western College

- Championship competition and success at the regional level for all sports: soccer, volleyball, men's and women's basketball, softball, baseball and football
- Grand opening of the AWC Career Center at the city Redondo industrial complex to provide skills training to a wide spectrum of area citizens
- Development and implementation of a district-wide Facilities Master Plan
- Completion of the conversion of the Datatel Integrated Management Information System
- Completed training and placement of 25 nurses to staff the Yuma Regional Medical Center.
- Pilot tested phase one of the AWC Learning Achievement and Assessment plan to measure and improve student learning.

Upcoming Issues for 2000-2001

Each year, the Arizona Western College Governing Board reviews the AWC Strategic Plan. The board then agrees upon the objectives that are adopted to move the college toward its vision:

- Implement a plan for a major giving campaign including funding levels, timetables and defined activities to

support the district-wide Facilities Master Plan.

- Commence the implementation of the district-wide Facilities Master Plan for developing improved facilities for fine arts programming.
- Develop a Revenue Source Master Plan involving college, private and citizen supported initiatives to implement and support the district-wide Facilities Master Plan.
- Participate in a multi-college study to create a standard for professional and classified compensation.
- Pilot, modify and approve phase one of the General Education Assessment Plan and begin work on phase two, degree and certificate assessment.
- Develop a district-supported systematic and comprehensive Student Success Plan including student orientation and advising, assessment and placement, goal attainment and persistence rates.
- Establish a system for institutional decision making predicated upon determining identifiable benchmarks to measure institutional success.
- Present nationally-recognized public broadcasting service telecourses for distribution to the people living in the City of Yuma.
- Develop web-based courses that will be available via the internet for people residing in Yuma and LaPaz Counties.
- Begin implementation and assessment of the district-wide Institutional Technology Plan developed in 1999-2000.

Facts-at-a-Glance

Enrollment FY 1999-2000		
Annual Full-Time Equivalent Student		3,533
Annual Unduplicated Headcount		12,255
Fall 1999 Headcount (credit)		6,321
By Full-Time or Part-Time	**Fall 1999**	
Full-Time	1,787	(28.3%)
Part-Time	4,534	(71.7%)
Total	6,321	(100.0%)
By Gender	**Fall 1999**	
Female	3,785	(59.9%)
Male	2,536	(40.1%)
Undeclared	0	(0.0%)
Total	6,321	(100.0%)
By Ethnic or Race Group	**Fall 1999**	
Non-Resident Alien	5	(0.1%)
Black, non-Hispanic	193	(3.1%)
American Indian or Alaskan Native	138	(2.2%)
Asian or Pacific Islander	138	(2.2%)
Hispanic	3,306	(52.3%)
White, non-Hispanic	2,423	(38.3%)
Race/Ethnicity Unknown	118	(1.9%)
Total	6,321	(100.0%)
Instructional Staff	**Fall 1999**	
Full-Time Instructors	95	(27.9%)
Part-Time Instructors	246	(72.1%)
Total	341	(100.0%)
District Sources of Funds FY 1999-2000		
Fund Balance		$8,451,373
District Tax Levy		$12,566,884
State Aid (incl. Equalization)		$6,236,900
Tuition & Fees		$2,474,789
Grants & Contracts		$0
Transfers & Other Revenues		$936,713
Reserve for Future Acquisitions		$0
Total		$30,666,659
District Expenditures FY 1999-2000		
General Fund Expenditures		$18,226,336
Capital Outlay Plant Fund		$1,496,513
Bond & Debt Redemption		$1,425,000
Bond & Debt Interest		$478,187
Total		$21,626,036

Arizona Community College
Student Enrollment Statistics and Trends
FY 1995-1996 to FY 1999-2000

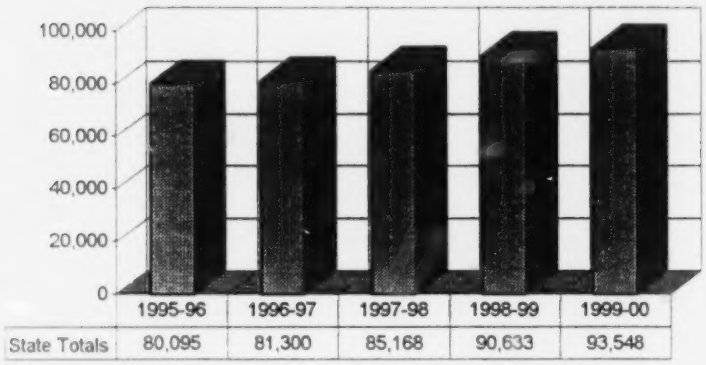
(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

Enrollment Trends
Annual Audited FTSE* and Fall Headcounts
Fiscal Years 1995-1996 to 1999-2000

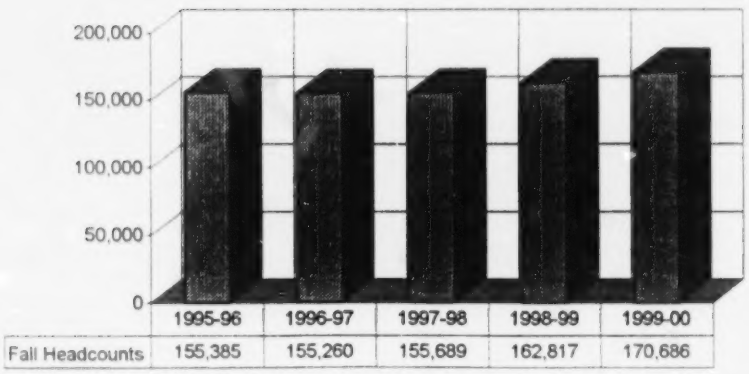
	1995-96	1996-97	1997-98	1998-99	1999-00
Annual Audited FTSE	80,095	81,300	85,168	90,633	93,548
Fall Headcounts	155,385	155,260	155,689	162,817	170,686

*Full-Time Equivalent Student

Five-Year Annual FTSE Trends



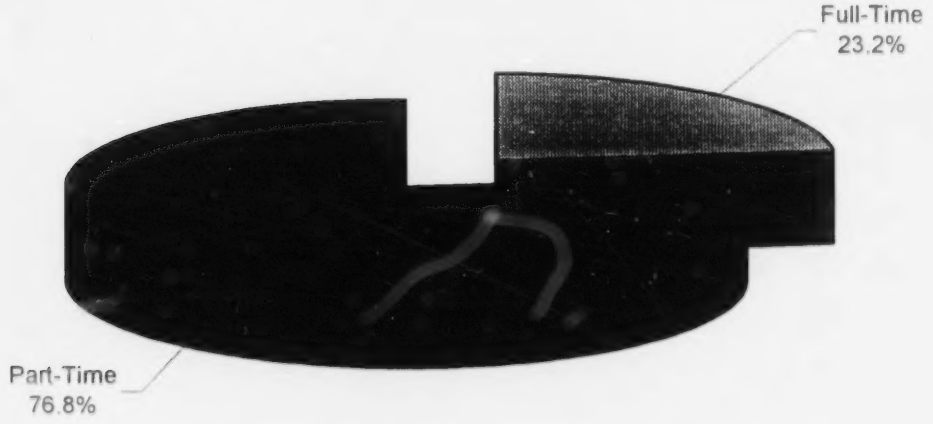
Five-Year Fall Headcounts



Headcount by Full-Time and Part-Time Enrollment
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Full-Time	34,518	34,894	36,023	36,366	39,555
Part-Time	120,867	120,366	119,666	126,451	131,131
State Totals	155,385	155,260	155,689	162,817	170,686

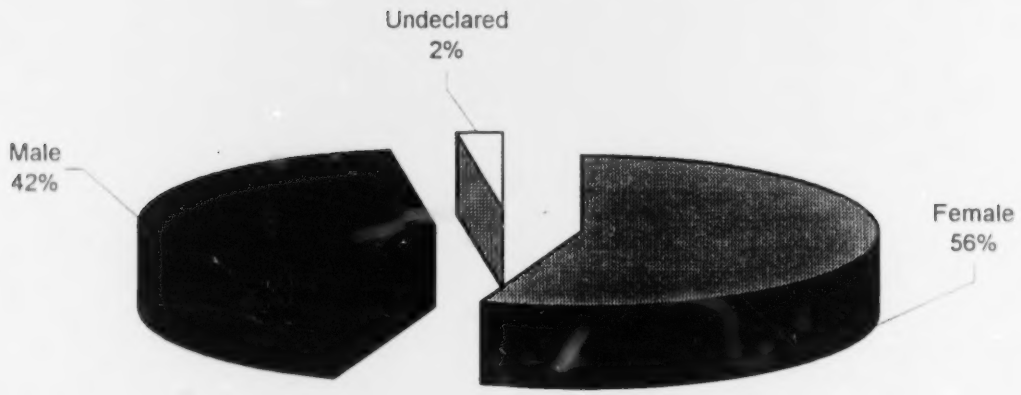
Fall 1999 Full-Time and Part-Time Enrollment



Headcount by Gender
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Female	88,940	88,796	88,747	91,591	94,787
Male	64,508	64,410	64,819	68,646	71,667
Undeclared	1,937	2,054	2,123	2,580	4,232
State Totals	155,385	155,260	155,689	162,817	170,686

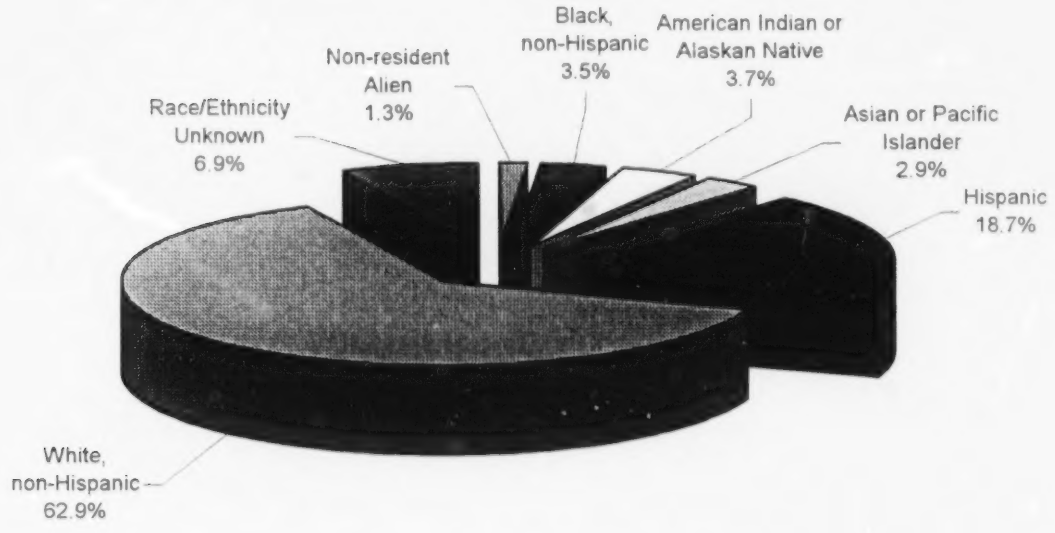
1999 Fall Headcount by Gender



Headcount by Ethnic or Race Group
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Non-resident Alien	N/A	N/A	1,659	1,876	2,216
Black, non-Hispanic	5,270	5,384	5,386	5,750	6,051
American Indian or Alaskan Native	5,979	6,031	6,072	6,346	6,382
Asian or Pacific Islander	4,620	4,596	4,135	4,325	4,903
Hispanic	25,947	27,204	27,637	29,755	31,936
White, non-Hispanic	107,105	104,895	102,878	105,769	107,358
Race/Ethnicity Unknown	6,464	7,150	7,922	8,996	11,840
State Totals	155,385	155,260	155,689	162,817	170,686

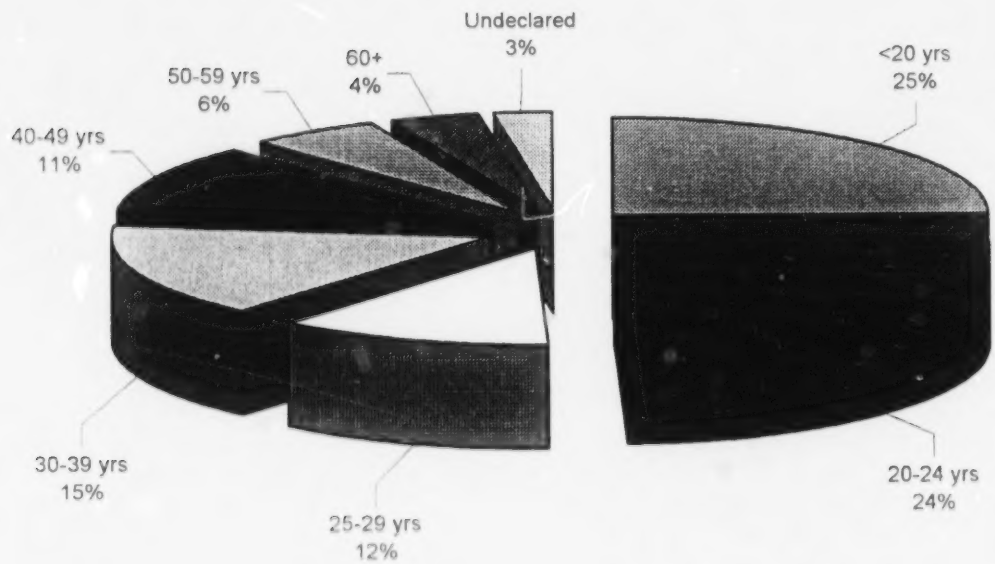
Fall 1999 Headcount by Ethnic or Race Group



Headcount by Age Cohort
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1990-00
<20 yrs	32,467	33,351	35,950	40,138	42,788
20-24 yrs	37,691	37,900	37,559	39,205	41,767
25-29 yrs	20,473	20,807	20,340	20,292	20,159
30-39 yrs	30,543	28,573	27,414	26,927	26,420
40-49 yrs	19,334	19,363	18,825	18,944	19,265
50-59 yrs	7,568	7,799	7,954	8,586	9,511
60+	5,365	5,179	5,334	6,059	6,481
Undeclared	1,944	2,288	2,313	2,666	4,295
State Totals	155,385	155,260	155,689	162,817	170,686

Fall 1999 Headcount by Age Cohort

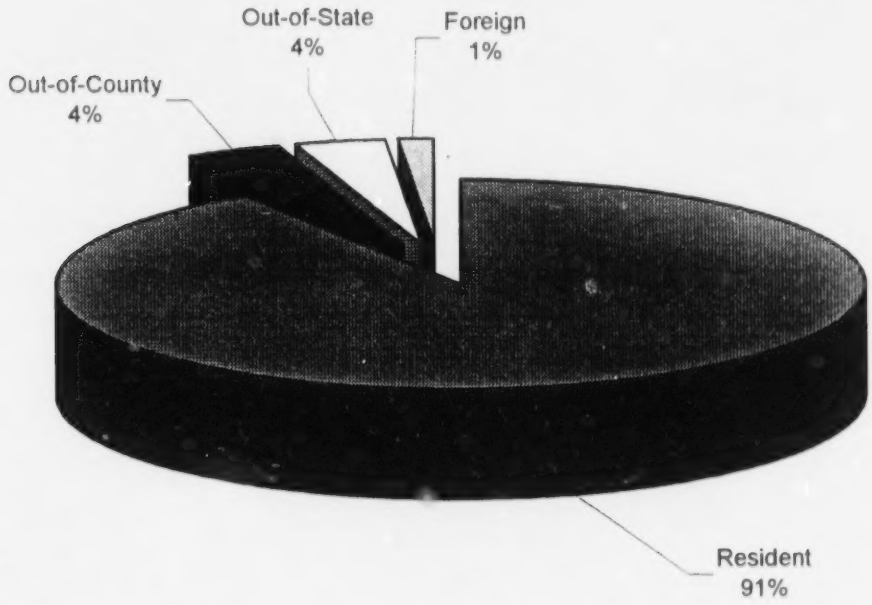


Headcount by Residency Status
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Resident	140,690	140,409	141,072	147,054	155,298
Out-of-County	7,099	7,398	6,888	7,728	6,952
Out-of-State	6,121	5,707	5,799	5,905	6,077
Foreign	1,462	1,736	1,930	2,130	2,359
State Totals	155,385	155,260*	155,689	162,817	170,686

*includes 10 "*undeclared*" students

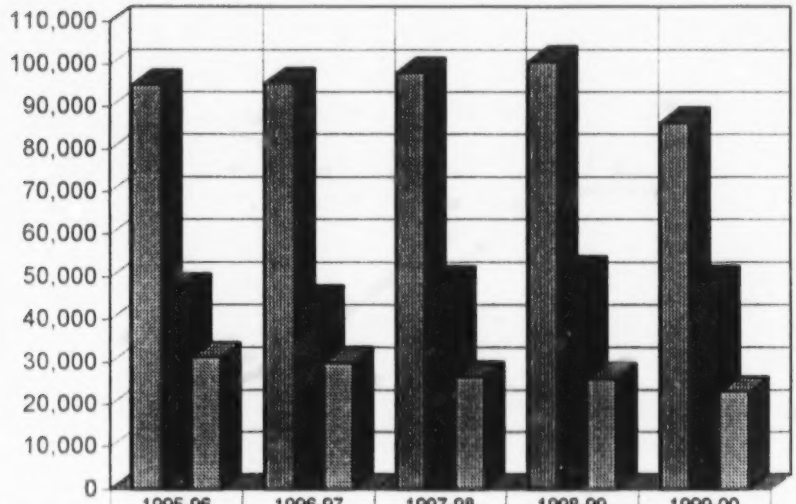
Fall 1999 Headcount by Residency Status



Headcount by College Continuation Status
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Continuing & Returning	95,126	95,624	97,998	100,704	86,269
First-Time Students	47,180	44,500	48,958	51,303	49,156
Higher Education Transfers	31,212	30,005	26,676	26,191	23,179

Fall Headcount
by College Continuation Status

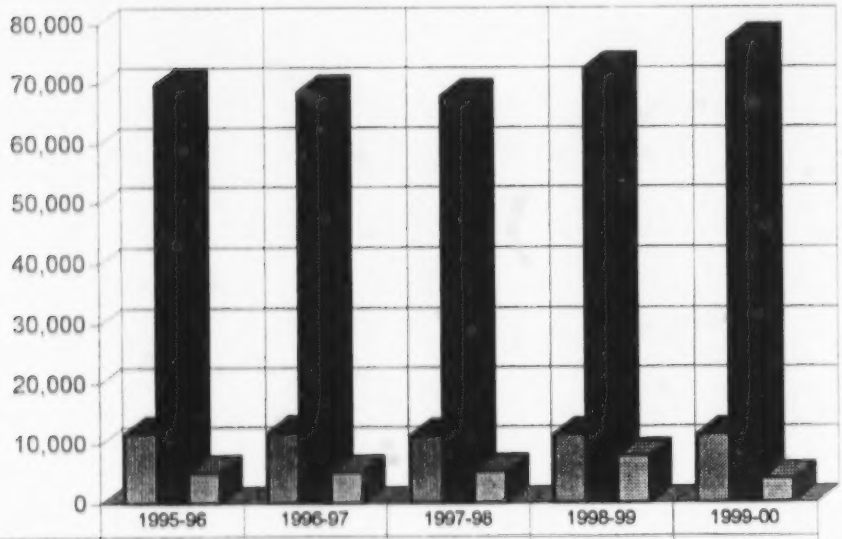


	1995-96	1996-97	1997-98	1998-99	1999-00
Continuing & Returning	95,126	95,624	97,998	100,704	86,269
First-Time Students	47,180	44,500	48,958	51,303	49,156
Higher Education Transfers	31,212	30,005	26,676	26,191	23,179

Headcount by Arizona High School Graduation Status
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Previous Year Arizona High School Graduates	11,764	11,859	11,339	11,439	11,465
Other High School Graduates	69,768	68,622	67,988	72,485	77,213
GED Completers	5,178	5,267	5,408	7,873	3,926

Fall Headcount by
High School Graduation Status



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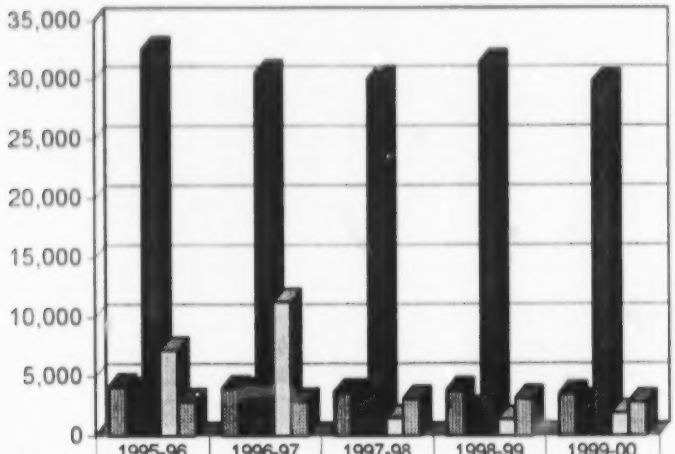
Miscellaneous Headcount Information
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Vets (Receiving Benefits)	4,149	3,982	3,655	3,807	3,476
Reporting as Physically Challenged	3,843	3,827	3,694	2,235	2,856
Receiving Federal Financial Aid	32,512	30,541	29,994	31,435	29,761
In JTPA & Other Federal Programs	7,238	11,299	1,492	1,385	1,899
In Prison Courses	3,160	2,883	3,101	3,152	2,804

Miscellaneous Fall Headcount Information



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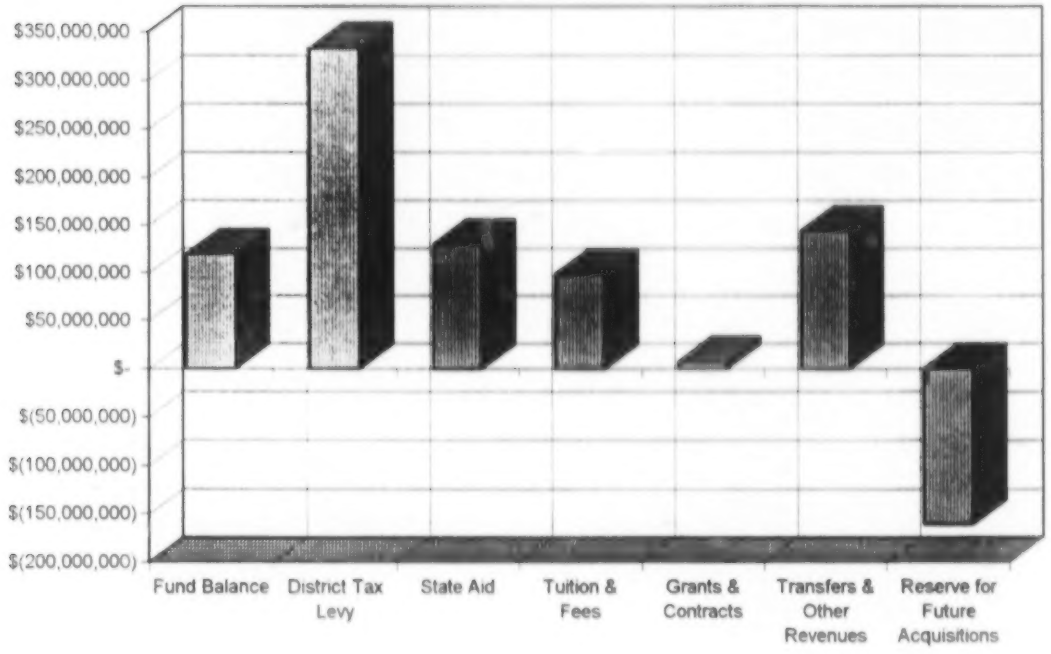
Arizona Community College Financial Information: Data and Trends FY 1995-1996 to FY 1999-2000

(Data provided by the ten community college districts)

Sources of Funds
(General and Plant Funds Combined)
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Fund Balance	125,404,431	171,176,960	145,395,797	178,342,553	119,680,971
District Tax Levy	258,493,932	259,131,100	286,451,852	300,640,257	333,410,829
State Aid	102,720,900	109,509,400	118,263,690	120,495,400	129,878,346
Tuition & Fees	73,095,854	79,493,348	85,933,116	93,516,106	98,672,800
Grants & Contracts	5,364,477	5,266,042	5,101,147	5,932,265	7,060,562
Transfers & Other Revenues	81,390,780	14,237,271	88,402,684	115,067,407	143,900,229
Reserve for Future Acquisitions	(119,882,430)	(115,755,869)	(83,913,056)	(114,424,969)	(160,528,626)
State Totals	$526,587,944	$523,058,252	$645,635,230	$699,569,019	$672,075,711

Sources of Funds FY 1999-2000



Analysis of State Aid
Fiscal Years 1995-1996 to 1999-2000

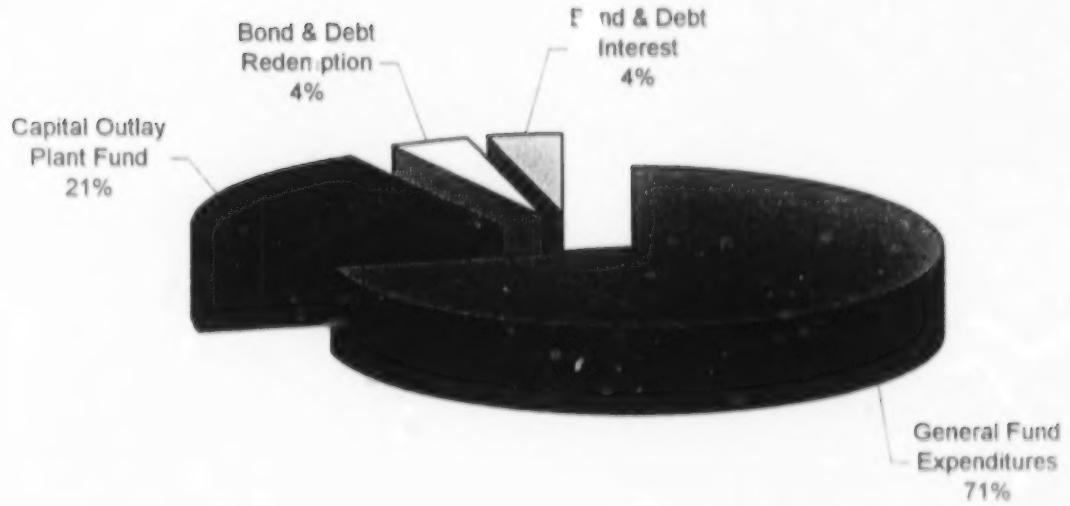
	1995-96	1996-97	1997-98	1998-99	1999-00
Operating State Aid	79,949,300	87,886,700	93,348,800	97,061,000	104,585,000
Equalization Aid	7,559,900	8,251,400	8,741,500	9,417,900	9,993,000
Capital Outlay State Aid	15,211,700	13,371,300	16,173,390	14,016,500	15,300,346
State Totals	$102,720,900	$109,509,400	$118,263,690	$120,495,400	$129,878,346

1999 Analysis of State Aid

Disposition of Funds
Fiscal Years 1995-1996 to 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-00
General Fund Expenditures	368,725,788	389,179,938	411,385,330	448,681,147	484,264,234
Capital Outlay Plant Fund	62,876,320	86,625,820	111,441,270	205,698,428	141,049,038
Bond & Debt Redemption	6,616,499	27,623,109	79,526,279	18,536,554	28,411,738
Bond & Debt Interest	11,640,982	12,216,135	16,846,106	20,929,171	25,855,758
State Totals	$449,859,589	$515,645,002	$619,198 985	$693,845,300	$679,580,768

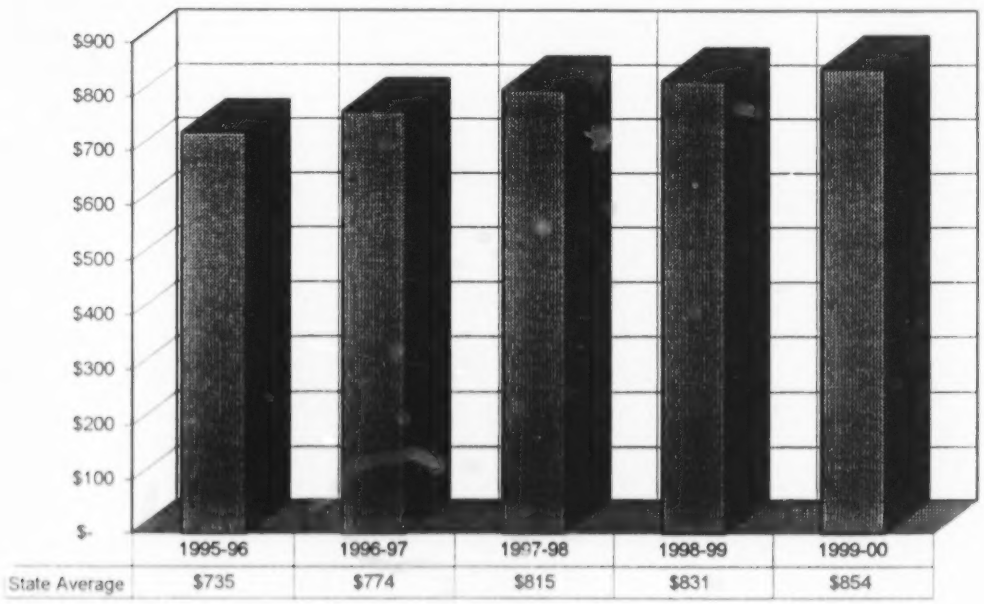
1999 Disposition of Funds



Arizona Tuition Rates
For 30 Hours of Study
(One Year of Full-Time Equivalent Credit)

District	1995-96	1996-97	1997-98	1998-99	1999-00
Cochise	780	780	780	780	780
Coconino	810	810	810	810	900
Graham	628	628	652	652	732
Maricopa	1,020	1,020	1,110	1,140	1,200
Mohave	580	660	720	720	720
Navajo	660	660	720	720	720
Pima	724	774	798	822	884
Pinal	700	756	784	840	744
Yavapai	666	846	936	930	930
Yuma-LaPaz	780	810	840	900	930
State Average	$735	$774	$815	$831	$854

Arizona Average Tuition 1995-96 to 1999-00



Program of Study Information: Curriculum Matrix, Skill Centers, and Tech Prep

For information
previously displayed in the

Curriculum Matrix for
Arizona Comunity Colleges,

please refer to
"Curricula Matrix for Arizona's Community Colleges
Fall '99-Spring '00," *Arizona College and Career Guide 2000-2001* (26th Edition), (pp. 42-53). Phoenix: Arizona Commission for Postsecondary Education.

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Skill Centers

Another dimension of postsecondary education may be experienced at one of Arizona's three Skill Centers, which are located in Maricopa, Pima and Yuma Counties. These centers are unique workforce training operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready." Instruction is intensive and completion is competency-based.

Training Clusters, Representing Over 100 Certificates, Offered at One or More of Arizona's Skill Centers

Accounting and Payroll
Auto Body
Business and Office Education
Child Care
Computer Based Programs/Occupations
Computerized Office Procedures
Employment Success
Facilities Maintenance
Food Preparation/Service
Health Occupations
Highway Construction
Hotel and Airline Reservations
Machine Trades
Meat Cutting
Medical Assistant
Medical Transcription/Coding
Material Handling
Printing
Retail Skills
Retail Banking
Safety Trades
Teleservices
Typesetting
Welding Trades
(Workplace & Workforce Basic Skills included in all programs)

Skill Centers of Arizona
Enrollment Data

Skill Center	FTSE*	Student Clock Hrs	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	961.65	615,456	1,961	14	403	1,200
Pima	411.96	263,655	800	8	473	538
Yuma	104.72	67,017	360	9	180	288
Total	1,478.33	946,128	3,121	31	1,056	2,026

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%) These are verifiable placements by the Skill Centers.

TECH PREP IN ARIZONA

What Is Tech Prep?

Tech Prep is a major **EDUCATIONAL INITIATIVE** that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and postseconday levels. Viewed as one of the most innovative and effective educational reform efforts in recent American history, Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced work place of tomorrow

Tech Prep utilizes a **COORDINATED SEQUENCE** of instruction, jointly designed by secondary and postsecondary instructors to link high school with the community college level. This **ARTICULATION** effort is one of the most important aspects of Tech Prep, since a student is able to move easily, without course duplication, to the postsecondary level. Students are also able to **BRIDGE** between the two levels and take classes at a local community college while attending high school.

In Arizona, the Tech Prep effort has completed its **EIGHTH SUCCESSFUL YEAR**.

Mission and Vision for Tech Prep

All students are prepared to enter the workforce with the knowledge, skills and behaviors necessary to support themselves in a healthy and productive society.

To focus and empower our Vision by supporting the establishment and maintenance of the Tech Prep Initiative, thereby enabling students to successfully enter the workforce.

A Tech Prep Student

A Tech Prep Student is any student enrolled in one or more occupationally-based secondary and/or postsecondary programs in an identified Career Pathway. Tech Prep Programs are available to all students.

What Are Characteristics of Tech Prep?

- **New and Creative Partnerships** are designed and maintained between education and business; secondary and postsecondary institutions and academic and technical faculty.
- **Increased Attainment of Technical Skill Proficiencies, with Accountability,** is expected. Because more high school students have reason to complete a rigorous and relevant education, sophisticated higher- level competencies can be provided at the postsecondary level, with curriculum modifications at BOTH levels.
- **Guidance Counselors** play a vital role in the success of Tech Prep because they educate students about career options that meet their interests and needs.
- **Integration** provides sound academic competencies, which emphasizes science, math and communication, while obtaining a quality technical education.
- **Work Based Learning** includes experiences such as shadowing, mentoring, cooperative learning, internships, summer programs and apprenticeships as an integral part of Tech Prep through partnerships with business and industry.
- **Learning Styles** provide opportunities that take the student from (1) concrete to abstract, (2) general to specific, (3) practice to theory, and (4) familiar to unfamiliar. A careful balance of head and hand skills incorporates all of these concepts and makes learning understandable and achievable.

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